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ABSTRACT

The social studies curriculum guide for levels K-6 focuses on urban studies emphasizing the effect of urban living on a multi-ethnic population. The ultimate program goal is to develop children who will become action-oriented and responsible decision makers. An inquiry method of teaching is used throughout the course. The foci for grades K-6 are as follows: (K) Families and the City--Needs and Wants; (1) The Street Where I Live--People and Services; (2) My Neighborhood--People and Ecology; (3) Our City--A Center of Expansion and Change; (4) Urban Living--People and the Economy; (5) The Urban Center--People and Government; and (6) The Human Condition--Realities and Priorities. Rationale and teaching objectives, content, generalizations that lead to the development of the stated theme, teaching-learning strategies which include sample questions and learning activities, and information sources are provided for each grade level. Also included are a course rationale, graphic notes on teaching techniques, a glossary of terms, and annotated bibliographies of teacher and student resource materials. (Author/RM)

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urban studies program

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A. Katherine Gross
Chairman

A MESSAGE FROM THE SUPERINTENDENT

One of the major objectives of education is to develop a child's understanding of his environment and his interaction with it. He must not only learn how the environment influences mankind but also how people influence the environment. It is important that children growing up in Baltimore develop realistic concepts and those skills essential to a productive and self-fulfilling life in the city.

The members of the Commission on Revision of the Social Studies have worked toward this goal in preparing this unique and challenging curriculum guide for use in the elementary schools. The goal, however, will be achieved only to the degree that teachers use their creative energies in translating these materials into meaningful learning experiences for children.

Content in this curriculum guide, which is interdisciplinary, emphasizes the pluralistic culture of urban life. Although the conglomerate of big-city problems is presented realistically, the many opportunities afforded to help children develop ideas and means for wide-ranging resolution of those problems provide a positive outlook for the future.

All teachers of social studies are responsible for using this Guide along with the rich resources of our city and its people for the purpose of helping children to appreciate the challenge and to effect significant changes in urban life.

Roland N. Patterson
Superintendent, Public Instruction

July 1973

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FOREWORD

The Commission on Revision of the Social Studies in the development of the materials contained herein has been actuated primarily by a firm commitment to the truth of our nation's past as best it could be determined. The Commission has made a sedulous effort to portray our heritage, past and present, with an accentuation of the pluralistic composition of our nation.

The experiences and contributions of Blacks, Chicanos, Indians, Puerto Ricans, and Jews—and numerous other ethnic and/or minority groups—are portrayed. Our central thrust is in the direction of multi-ethnicity and cultural pluralism as opposed to the historically erroneous "melting pot" concept.

Finally, our materials lend themselves fully for discovery or inquiry teaching on the part of teachers. Provision is made for diversified instructional resources for both teachers and students. Teachers will also be able to utilize interdisciplinary and multi-disciplinary approaches in their teaching.

The materials provide the basis for reflective thinking, for making intelligent decisions, and for a rational approach to unraveling knotty and cumbersome social, political, and economic problems.

Samuel L. Banks
Former Director of the Commission on Revision of the Social Studies;
Coordinator of Social Studies

July 26, 1973

Rationale

This portion of the social studies curriculum is focused on urban centers. Beginning with our own city and including many of the great cities of the world, this urban studies program delineates the many-faceted aspects of the effect of urban living on a multi-ethnic population. If children are to understand the problems of urban living and cope successfully with them—or with those of life anywhere else, for that matter—they must begin to deal at an early age with the realities of life.

Beginning at the kindergarten level, therefore, the children become acquainted with an issue that many adults seem not to understand—the difference between needs and wants. As they discover the intricacies and implications of family life, they also become aware of the importance of making choices.

This program of urban studies leads a child from the study of families to the exploration of people and services on his street, of people and ecology in his neighborhoods, and of the city as a whole. In this progression, the child is involved in the study of the interaction of multi-ethnic individuals, families, and neighborhoods in our city and other cities of the world. Also involved in these urban studies are investigations into the past and present of Baltimore, the relation of the people and the city services, a discussion of the ecological involvement of all citizens, and a practical survey of the basic principles of economics and their effect on urbanites.

At the upper elementary levels the pupil explores the national, state, and city governments. In consonance with the premises on which the Guide is structured, the pupils become aware of the struggles made by minorities to win the right to vote and the conditions of the slums which deface most major cities.

The lowering of the voting age makes it mandatory that pupils of the fifth and sixth levels become acquainted with not only the structure and functions of the national, state, and urban governments but also the problems of our great urban centers and the power of voters to help solve them.

Since Baltimore has become a part of a great megalopolis, it is the school's obligation to help pupils investigate and analyze through a variety of experiences and media the human conditions that prevail in our urban centers; e.g., poverty, crime, racism, unemployment. Furthermore, diversified opportunities are provided for pupils to analyze these conditions, to choose alternatives, and/or to make decisions concerning priorities for the solution of our many problems.

The ultimate goal of this elementary program is to develop children who will become action-oriented and responsible decision-makers.

Teaching Objectives

To help children understand the importance of multi-ethnic individuals, families, and neighborhoods to the life of the city and the interdependence of the individuals and groups in the city for survival

To help children understand the simpler principles of ecology in order to participate in the preservation of our environment

To help children become knowledgeable about the economic system of our country and how it affects the lives of individuals and groups

To help children understand the reasons for the results of the growth and expansion of Baltimore and to evaluate the resultant changes and their effects on the multi-ethnic population

To help children understand the process of government and the interdependence of people and government for the progress of the city

To help children investigate the realities of varied social and physical conditions that exist in the city today and their effects on the inhabitants, especially minorities

To help children recognize the importance of making choices as to values and priorities in personal lives and in the solution of the many vexing, crucial problems of an urban center

LEARNING LEVEL	KINDERGARTEN	ONE	TWO
FOCUS	FAMILIES AND THE CITY– NEEDS AND WANTS	THE STREET WHERE I LIVE– PEOPLE AND SERVICES	MY NEIGHBORHOOD– PEOPLE AND ECOLOGY
EMPHASES	Family Structure and Roles Needs and Wants Making Choices Rules and Laws Interdependence Use of Environment	Interdependence of People Goods and Services Consumers and Producers Individual and Group Responsibilities Value of Money Use of Taxes	Neighborhoods People and Environment Interdependence of Living and Nonliving Things Ecology of the Neighborhood Conservation
DISCIPLINES	Sociology Economics Geography Anthropology Political Science History	Sociology Economics Geography Political Science	Ecology Sociology Geography

THREE	FOUR	FIVE	SIX
OUR CITY – A CENTER OF EXPANSION AND CHANGE	URBAN LIVING – PEOPLE AND THE ECONOMY	THE URBAN CENTER – PEOPLE AND GOVERNMENT	THE HUMAN CONDITION – REALITIES AND PRIORITIES
Expansion and Change Physical Resources Land Use Human Resources Ethnic Identity and Contributions Diversity of Life-Styles Neighborhood Patterns Physical Renewal Human Renewal	Economic System Goods and Services Unlimited Wants Limited Resources Money as a Medium of Exchange Market System Free Enterprise Money Cycle Consumer Protection Public Expenditure and Income Taxes Local and Federal Budget	Need for Government Local, State, and Federal Government Structure and Function of Government Constitutional Authority Role of the Voter Process of Law Making Interdependence of People and Government Comparative Governments	Urban Conditions Crucial Urban Issues Alternatives for Change Individual and Group Responsibilities
History Sociology Political Science Geography Anthropology Ecology	Economics History Geography Sociology Political Science	Political Science History Geography Economics	Sociology Geography Ecology Economics

INQUIRY: AN OVERVIEW

1. Identifying The Problem

2. Gathering And Organizing Data

3. Interpreting And Evaluating Data

4. Formulating Solutions

5. Evaluating Solutions

What Is Inquiry?

Inquiry is a rational process for solving problems. This process includes the identification of problems; the gathering, organizing, and interpreting of data; and the formulation and evaluation of solutions. Responsible decision-making is utilized throughout the process.

Why Inquire?

A pluralistic society produces many problems and solutions. Realistically, then, the best preparation for living in such a society is that which promotes problem-solving abilities.

An inquiry approach in social studies should provide pupils with *consistent* experiences related to problem-solving, such as:

- Identifying problems underlying conflicts.
- Securing needed data.
- Using data.
- Suggesting alternative solutions.
- Selecting solutions.

Step 1: IDENTIFYING THE PROBLEM

Purpose

To present a conflict situation to which the pupils react, identifying problems and suggesting hypotheses.

Procedure

- Set the stage for the conflict situation through pre-discussion of the concepts or vocabulary involved in the conflict.
- Present the conflict. During carefully planned questioning, engage the pupils in a discussion in which evolve their reactions, problems, and hypotheses.
- As the pupils do the above, chart their problem(s) and hypotheses. (Should several problems be identified, have pupils suggest the order in which the problems should be handled.)
- Encourage the children to suggest resources needed to gather information related to the problem. Encourage creativity in the use of

resources. For example, if there is a need to poll public opinion, help the pupils construct a questionnaire.

–Summarize the lesson with an indication of the follow-up activities. The next lesson could be one in which the pupils are involved in gathering data. The next lesson could also be devoted to developing specific skills that will be needed when data-gathering is done.

Tips

One distinguishing difference between the traditional approach and the inquiry approach is that the problems that are defined are solved by the *learners* rather than the teacher. However, the responsibility for developing selected concepts and content is the teacher's. One effective technique for ensuring the development of selected concepts and content, and ensuring that the learners identify and define the problems, is the utilization of the conflict situation.

The conflict situation may be presented to students through role-play, films, songs, poetry, or statements. The conflict situation should:

–Be at the intellectual and maturity levels of the students in the class.
–Appeal to the interest of the students.
–Intrigue and perplex the students and have no obvious or immediate solution.
–Be aimed at eliciting divergent, contradictory responses from the students.
–Be developed on the basis of specifically stated conceptual goals with selected content in mind.

Step 2: GATHERING AND ORGANIZING DATA

Purpose

To gather and organize data related to specific problems.

Procedure

–Refer to chart and recall with pupils the problems and hypotheses.
–Discuss with pupils and plan for lesson organization, indicating grouping of children, resources to be used and technique for recording findings: pictures, written summary, diagram, graph, transparency.
–During this period the teacher may do one or all of the following: direct the activity of a group; work with individual pupils; move from group to group in order to be certain that no one is experiencing difficulty.
–Check with each group to be sure that the purpose of the group is accomplished.
–Summarize the lesson with an indication of the follow-up activities. The next step will be one in which the pupils will be interpreting and evaluating the data or continuing to gather more data.

Tips

–Provide a variety of multi-sensory materials.
–Encourage pupils to use a variety of materials.
–Encourage pupils to explore and compare from the references.
–Be sure that the pupils know needed reference skills (skimming, summarizing, contrasting).

Step 3: INTERPRETING AND EVALUATING DATA

Purpose

To evaluate and interpret data related to the problem.

Procedure

–Recall the problems that pupils have identified.
–Study the data and note the following: relevancy, source, validity.
–Distinguish data to be used for interpretation.
–Draw conclusions based upon the remaining data.
–Compare conclusions with the hypothesis made in Step 1.
–Summarize the lesson with an indication of the next lesson, Formulating Solutions.

Tips

–Encourage pupils to be critical of what they read. Everything in print is not necessarily valid. All valid material is not necessarily relevant.
–Be alert to the amount of time needed for this lesson.

–Recognize that the maturity level of the pupils will affect the extent to which they can evaluate material.

Step 4: FORMULATING SOLUTIONS

Purpose

To utilize data in the formulating of solutions for the conflict situation.

Procedure

–Recall the conflict situation. It may be necessary to present again the conflict situation.
–Recall the problem identified and the data that was gathered. Since this was charted, you need only to present these charts.
–Encourage the pupils to suggest as many solutions to the situation as they can. Chart the solutions as they are given. Encourage the pupils to be mindful that their solutions must be supported by the data.
–Since this step is usually brief and very much related to Step 5, it is suggested that you continue with the procedure for Step 5, thus combining in one lesson Steps 4 and 5.

Tips

–If pupils seem unable to suggest solutions, several situations may exist: pupils did not gather enough data on the problem; there may be additional problems for which data is necessary; pupils may not have understood the problem in the conflict.
–After ascertaining which of the above is the reason for their inability to offer solutions, return to the appropriate step and work through to Step 4 again.
–It is not unusual to experience the need to return to a prior step.

Step 5: EVALUATING SOLUTIONS

Purpose

To choose solutions based upon criteria.

Procedure

(Continue from Step 4):
–Have the children examine the completed list of solutions in order to select the best one.
–Have them give their reasons for their choice. Point out that their reasons represent their criteria.
–Set up criteria with the group for selecting the best solutions. For young children, it may be necessary for you to suggest the criteria for them.
–Evaluate each solution in light of the criteria.
–Star those solutions that meet the criteria. This will indicate the best solutions.
–Discuss effects of the best solutions upon the conflict.

Tips

–If no solution meets the criteria, it will be necessary to return to Step 4 to formulate more solutions or to modify the criteria.
–Chart your criteria. It will be available as you check each solution.

KINDERGARTEN

Families and the City–Needs and Wants

Generalization: Group living requires cooperation within and between groups. (From Guide.)

Teaching Objective: In our society a family is a group of people living together and sharing responsibility for its members' well-being.

Suggested Content: The relationships between neighborhood families and between individuals of certain members of these families.

Step 1: IDENTIFYING THE PROBLEM

Comments

In Step 1 of the inquiry process, the teacher presents a conflict situation using a relevant story, picture, tape, film, or filmstrip whereby the interest of the children is stimulated sufficiently to elicit questions from the children themselves.

After the conflict is established, the children are led to identify a problem based on the generalization (from Guide). The children, guided by teacher, are then encouraged to set up their hypotheses or educated guesses about the solution of this problem. From these steps, the children are then able to proceed to Step 2 where data is to be gathered.

Suggested Conflict Situation

Billy got a dog for his birthday. He was so happy about his dog. Billy named his dog Tiger. He took very good care of Tiger. He kept him chained to the doghouse in the backyard.

One day Billy heard Tiger barking. Tiger wanted to be free. Billy decided to take the chain off for a little while. While Tiger was loose, he bit Mr. Blum, a neighbor next door, and overturned garbage cans in Mrs. Green's yard down the street.

Billy's father was upset and disgusted with Tiger. The neighbors were upset and disgusted with Tiger. Billy couldn't understand how being kind to his dog could create such a problem. Everybody agreed that something had to be done.

The teacher could use any of the following to present this conflict situation:

picture — a small movie box
chalk-talk — story on a tape
a flannel board and cutouts

NOTE: We are working toward spontaneous reaction but it is good for the teacher to be prepared with specific questions to move the discussion along.

Reacting to the Conflict Situation

The teacher may ask the following questions:

–How did Billy let Tiger go free?
–Why did Billy let Tiger go free?
–Why did Billy's father feel disgusted?
–Why did the neighbors feel disgusted?
–Why did Billy feel the way he felt?
–What is the problem?
–How would you feel if this had happened to you?

Identifying the Problem

Possible problem: What can be done to keep Billy's dog from disturbing the neighbors?

Suggesting Hypotheses

The teacher may ask questions, giving pupils an opportunity to give educated guesses as to how the problem might be solved. These may be listed on a chart.

Teacher: What can be done to keep Billy's dog from disturbing the neighbors?

Children (Possible Responses):

–Father could punish Billy.
–Father, Mr. Blum, and Mrs. Green could decide what to do to Billy and Tiger.
–Everybody could set up some rules.
–They could see that Billy follows the rules.
–They could give Billy and Tiger a good spanking.

Step 2: GATHERING AND ORGANIZING DATA

Comments

In Step 2 of the inquiry process, the children explore materials: texts, resource books, films, filmstrips, artifacts, models, study prints; take trips; and utilize human resources in order to find solutions to the problem which has been identified from the conflict situation in Step 1. During this time, the teacher may work in small groups or have total class participation. Because youngsters need to gather information from a variety of sources, the data gathering step of the inquiry process may take several days. While the children are investigating the problem, the information found should be recorded for all children to see. The class needs to concentrate its efforts upon this data, because it will be used in the remaining steps of the inquiry process.

Suggested References

Activity I

Read stories from books. (Teacher may read to pupils.)
How do fathers help their families?
How do mothers help their families?
How do children help their families?

Anderson. *Families and Their Needs*, pp. 16-19.

Activity II

Picture interpretation: Why are there rules for everyone?

Moss. *Our Family of Man*, Lesson 13, pp. 28-29.

Activity III

An investigation of different family rules.

Brandwein. *The Social Sciences–Concepts and Values*, Teachers' Guide, pp. 78-79.

Activity IV

Filmstrip: *Michael Finds a Better Way.*

Activity V

Picture discussion: rules at the Berg house.

Senesh. *Our Working World, Families*, pp. 116-117.

Suggested Questions

–What happened in your story?
–How do fathers in the story help their families?
–Why are there rules for everyone?
–Tell me about your investigation. Are there rules at home? If so, what are some of the rules? Who makes them?
–How did Michael find a better way?
–How was the problem solved?

Possible Responses

The teacher lists the information as the children state it.

Activity I

–Father and mother must set up rules.
–Father and mother told the children that each member of the family must help.

–Fathers give children jobs to do.
–Parents help children learn to do their jobs.
–The children in this lesson followed the rules.
–They cleaned the yard, took care of pets, and did all their chores; everyone was happy. They went on a trip.
–If the children had not followed the rules, they would have missed family recreation time.

Activity II

–The children learned that there are rules for everyone.
–Hospitals must have rules or sick people may not get well.
–The fire department must have rules or buildings may burn down and people would be killed.
–The police department must have rules or children could not cross the street safely on the way to school.
–Children must follow rules at school and at home or they may have accidents.

Activity III

–Families must have rules.
–The head of the household makes the rules.
–Schools must have rules.
–The head of the school makes the rules.
–Children may help to make rules at home and at school.
–The sign said, "Stop!" The boy walked across the street. He was hit by the car. He was hurt because he did not follow the rule.

Activity IV

–Mike did not follow his father's rule.
–Mr. Fenton was angry. Mike was punished.
–Mike knew that he should have followed his father's rule.
–He had a talk with his father.
–Mike's father said, "You will have to get along with people all your life. You had better start now."
–Mike apologized and promised to follow his dad's rules.

Activity V

–David's family needed some rules.
–The parents made the rules.
–David and his sister kept their promises. They followed family rules.

Step 3: INTERPRETING AND EVALUATING DATA

Comments

In Step 3 of the inquiry process, the children will interpret and evaluate the data that has been gathered because it helps to solve the problem identified from the original conflict situation. All the data gathered is studied and discussed. Irrelevant information is eliminated at this point and only comments which directly answer the problem are maintained. The children may or may not select responses in agreement with the teacher. The thought process must be undertaken by the youngsters themselves with guide questions from the teacher.

Teacher and pupils look at each piece of data gathered. Example: Look at number one. Can this help us in solving our problem? What did they do to solve the problem in the film, story, or book? How can this help us in solving *our* problem? (If so, list on the board.) Continue through all the data listed.

The information is evaluated in terms of validity and relevancy or irrelevancy to the particular problem.

Step 4: FORMULATING SOLUTIONS

Comments

In Step 4 of the inquiry process, the children will be expected to formulate solution(s) relating to the conflict situation presented in Step 1. This is the first time that the conflict is formally referred to by the teacher. It may be necessary to refresh the children's memory by recalling the conflict briefly. At this time, the data that has been set up in Step 3 is used in an attempt to formulate appropriate solution(s) relating to the conflict. If it is not possible to find solutions, it may even be necessary for the teacher to go back to Step 1 and repeat the process through Step 3, hoping to crystallize the thinking taking place.

Refer to conflict in this step.

All possible solutions necessary to solve the problem are listed. (The children give possible solutions.) Examples:

- –Father could explain to Billy that parents must set up rules (like the fire department, hospitals, and police department).
- –If the children in the lesson had not followed the rules, they would have missed their family recreation time. So, father could set up punishment if rules were not followed.
- –The children followed the rules, the family was happy and went on a trip. Father could reward Billy when he followed the rules.
- –Father could take Billy to the corner and let him see what would happen to him if rules were not set up and followed (like the boy in our story who was hit by a car).
- –Father could talk to Billy as Mr. Fenton did to Mike (in our filmstrip).
- –Father could explain to Billy how breaking a rule might harm other people (as Mr. Blum and Mrs. Green or Mike's brother) so that Billy would not break the rules once they were set up.
- –Billy could apologize to his father, Mr. Blum, and Mrs. Green as Mike did to Mr. Fenton in the filmstrip.
- –Billy could promise to follow the rule as Mike did.
- –Father should tell Billy that their family must make the rules for the family as David's family did.
- –Billy should follow family rules as David and his sister did in the story.

Step 5: EVALUATING SOLUTIONS

Comments

In Step 5 of the inquiry process, the children will be expected to evaluate the solution(s) formulated in light of some criteria established by either the teacher or children. Depending upon the criteria, only a selected number of solutions will be maintained, making certain that the solution(s) relates directly to the conflict situation presented in Step 1.

Criteria

We need a solution that will seem fair to Billy; seem fair to the neighbors; and keep this from happening again.

Apply each criterion to all solutions to see which solutions are best.

Solutions

Identify best solution or solutions. Examples:

- –Father, Mr. Blum, and Mrs. Green should meet with Billy and explain to him that parents must set up rules (like the fire department, police department, and hospitals).
- –Father could also explain to Billy that there will be rewards for good behavior and punishment for breaking a rule.
- –Father could explain to Billy how breaking a rule harms other people, as his dog bit the neighbor, Mr. Blum.
- –Father should discuss Billy's role as a child, and then allow Billy to express his plans for following rules.

NOTE: Compare hypotheses with solutions. The children will be able to compare their educated guesses with solution(s) based on research.

GRADE ONE

The Street Where I Live–People and Services

Generalization: People can be classified as producers or consumers. (From Guide.)

Teaching Objective: The pupil will be able to understand the role of people as consumers or producers, or both.

Suggested Content: Services provided by people: people as producers; people as consumers; interdependence between producers and consumers.

Step 1: IDENTIFYING THE PROBLEM

Comments

In Step 1 of the inquiry process, the teacher presents a conflict situation using a relevant story, picture, tape, film, or filmstrip whereby the interest of the children is stimulated sufficiently to elicit questions from the children themselves.

After the conflict is established, a problem based on the generalization must be reached. It is from the problem which has been identified that the students set up their hypotheses. From these steps, the children are then able to proceed to Step 2 where data is to be gathered.

NOTE: The terms *producer, consumer,* and *profit* should be defined prior to presentation of the conflict.

Suggested Conflict Situation

Sammy is selling snowballs for his Little League Baseball team. He has to be careful about the amount of syrup he uses on the ice. If he uses too much, he won't make a profit for the team. Dale buys a grape snowball from Sammy. He feels that he does not have enough syrup. The snowball is not sweet. He asks Sammy to either give him more syrup or another snowball. Sammy refuses to do so. The two boys continue to argue. Dale is very angry. Sammy is very angry. Something must be done.

The teacher may use a talking cartoon or a big picture book to present the conflict situation.

NOTE: We are working toward spontaneous reaction but it is good for the teacher to be prepared with specific questions to move the discussion along.

Reacting to the Conflict Situation

The teacher may ask the following questions:

–Who is the producer?
–Who is the consumer?
–How would you feel if you were Sammy? Dale?
–Why is Sammy selling snowballs?
–Why does he have to be careful about the amount of syrup he uses?
–Why does Dale feel that he should have more syrup?
–What would you do if you were Sammy? Dale? Why?
–What is the problem?

Identifying the Problem

Possible problem: How can Sammy make a snowball that will satisfy Dale and still make money for the Little League?

Suggesting Hypotheses

The teacher may ask questions giving pupils an opportunity to give educated guesses as to how the problem might be solved. These may be listed on a chart.

Teacher: How can Sammy make a snowball that will satisfy Dale and still make money for the Little League?

Children (Possible Responses):

–Sammy could give Dale another snowball.
–Sammy could give Dale more syrup on his snowball.
–Dale could do without more syrup.
–Sammy and Dale could fight it out.
–Dale could eat the snowball as it is.

Step 2: GATHERING AND ORGANIZING DATA

Comments

In Step 2 of the inquiry process, the children explore materials: texts, resource books, films, filmstrips, artifacts, models, study prints; take trips; and utilize human resources in order to find solutions to the problem which has been identified from the conflict situation in Step 1. During this time, the teacher may work in small groups or have total class participation. Because youngsters need to gather information from a variety of sources, the data gathering step of the inquiry process may take several days. While the children are investigating the problem, the information found should be recorded for all children to see. The class needs to concentrate its efforts upon this data, because it will be used in the remaining steps of the inquiry process.

Suggested References

Activity I

Use the filmstrip "Neighborhood Workers."

Activity II

Listen to the story "Mr. Ortiz–Producer of Goods and Services."
Hanna. *Investigating Man's World–Local Studies*, pp. 77-81.

Activity III

Read the story "Two Pesos for Catalina."
People make choices.
Who are Producers?
Who are Consumers?
Senesh. *Our Working World, Families*, pp. 104, 113, 118, 130.

Activity IV

Picture discussion: Farmers produce foods to sell.
Anderson. *Families and Their Needs*, pp. 56-57.

Activity V

Place on a tape sequence of events. "Steps in Getting Food to the Consumer."
Brandwein. *The Social Sciences, Concepts and Values*, pp. 130-131.

Suggested Questions

–What happened in your filmstrip?
–Who was Mr. Ortiz?
–Why must people make choices?
–Who are producers?
–Who are consumers?
–How do farmers produce foods to sell?
–What are the steps in getting food to the consumer?

Possible Responses

The teacher lists the information as the children state it.

Activity I

–Clara Hale's father owns the candy and ice cream store.
–Mr. Hale helps people get things they want.
–Mr. Hale must sell things in order to earn a living.
–People want what Mr. Hale can sell them.

Activity II

–Mr. Ortiz grows pumpkins on his farm.
–He sells pumpkins to people from the city.
–Pumpkins are called products.
–He is called a producer.
–Boys and girls will cut faces in some of the pumpkins.
–Mother will make pies from some of them.
–The people who buy the pumpkins are called consumers.
–Mr. Ortiz cannot give away the pumpkins.
–He must sell them in order to make money.
–He had to pay for his farmland.
–He had to pay for his tools.
–His work takes time.
–Much work has gone into the producing of these pumpkins.
–He must be paid money so that he can buy the things he needs.
–The people from the city must make wise choices.

Activity III

–Some people are producers of services.
–Some people are producers of goods.
–All family members consume goods and services.
–Catalina had only two pesos and therefore had to limit her choice.
–Catalina bought candy because she could get more for her money.
–Catalina wanted something good for her money.

Activity IV

–Many farmers grow food to sell.
–They sell their food at a market.
–The money they earn is income.
–They buy things they need with their income.

Activity V

–There are many steps in getting a loaf of bread to the consumer.
–Flour comes from grain.
–Grain comes from wheat.
–Flour is made into bread at the bakery.
–Many people had to be paid to produce this loaf of bread.
–The man at the bakery must receive a fair price for his bread in order to make money.
–The consumer must make wise choices as to which bread to buy.

Step 3: INTERPRETING AND EVALUATING DATA

Comments

In Step 3 of the inquiry process, the children will interpret and evaluate the data that has been gathered because it helps to solve the problem identified from the original conflict situation. All the data gathered is studied and discussed. Irrelevant information is eliminated at this point and only comments which directly answer the problem are maintained. The children may or may not select responses in agreement with the teacher. The thought process must be undertaken by the youngsters themselves with guide questions from the teacher.

Teacher and pupils look at each piece of data gathered. Example: Look at number one. Can this help us in solving our problem? What did they do to solve the problem in the film, story, or book? How can this help us in solving *our* problem? (If so, list it on the board.) Continue through all the data listed.

The information is evaluated in terms of validity and relevancy or irrelevancy to the particular problem.

Step 4: FORMULATING SOLUTIONS

Comments

In Step 4 of the inquiry process, the children will be expected to formulate solution(s) relating to the conflict situation presented in Step 1. This is the first time that the conflict is formally referred to by the teacher. It may be necessary to refresh the children's memory by recalling the conflict briefly. At this time, the data that has been set up in Step 3 is used in an attempt to formulate appropriate solution(s) relating to the conflict. If it is not possible to find solutions, it may even be necessary for the teacher to go back to Step 1 and repeat the process through Step 3, hoping to crystallize the thinking taking place.

Refer to conflict in this step.

All possible solutions necessary to solve the problem are listed. (The children give possible solutions.) Examples:

–Sammy is a producer of goods.
–In order to earn money, Sammy must sell snowballs as Mr. Hale sells candy in his store.
–Sammy must be careful. He cannot give away anything or he will not make a profit (like Mr. Ortiz).
–Sammy's syrup had to be made by many people. It cost him money. If he puts too much syrup on the snowball, he will not make a profit (as with Mr. Ortiz's pumpkins).
–Instead of using more syrup, Sammy could use smaller cups. Dale would get something good for his money as Catalina did.
Dale is a consumer.
–Dale could buy something else for his money as Catalina did in our story. He could make a better choice next time.
–Sammy could explain the steps in making a snowball as the baker did for the loaf of bread.

Step 5: EVALUATING SOLUTIONS

Comments

In Step 5 of the inquiry process, the children will be expected to evaluate the solution(s) formulated in light of some criteria established by either the teacher or children. Depending upon the criteria, only a selected number of solutions will be maintained, making certain that the solution(s) relates directly to the conflict situation presented in Step 1.

Criteria

We need a solution that will allow Sammy to make a profit and allow Dale to be satisfied.

Apply each criterion to all solutions to see which solutions are best.

Solutions

Identify best solution or solutions. Example: Sammy can use a smaller cup for Dale's snowball. The snowball will be sweeter for Dale. Sammy will make a profit for the Little League team.

NOTE: Compare hypotheses with solutions. The children will be able to compare their educated guesses with solution(s) based on research.

GRADE TWO

My Neighborhood–People and Ecology

Generalization: Disposal of waste from people is one of the serious problems in urban neighborhoods. (From Guide.)

Teaching Objective: The pupils will understand their responsibility and the responsibility of others toward controlling hazards to ecology.

Suggested Content: Solid waste pollution: litter in the streets, garbage in inadequate containers, automobiles abandoned in alleys and on vacant lots, dead animals left lying in the streets.

Step 1: IDENTIFYING THE PROBLEM

Comments

In Step 1 of the inquiry process, the teacher presents a conflict situation using a relevant story, picture, tape, film, or filmstrip whereby the interest of the children is stimulated sufficiently to elicit questions from the children themselves.

After the conflict is established, a problem based on the generalization must be reached. It is from the problem which has been identified that the students set up their hypotheses. From these steps, the children are then able to proceed to Step 2 where data is to be gathered.

Suggested Conflict Situation

Tony Brown lives in a neighborhood that is very close to a dump. People from nearby neighborhoods have brought old cars, mattresses, and old furniture and dumped them right in back of Tony's house. Tony's father, Mr. Brown, asked the regular sanitation workers to remove them but they said that this was not their responsibility. The sanitation workers remarked, "We pick up trash on Monday and Wednesday of each week. That's all we're being paid for, so we will not clean the dump."

Mr. Brown decided to talk to people from nearby communities who helped to build up the dump by depositing their throwaways there. The people said that the items were dumped there because they could not get pick-up service in their community. Since there was no space for dumping, they used the nearest available space. Therefore, they feel that the city should clean up the dump.

Mr. Brown then felt it necessary to discuss this matter with people of his own neighborhood. These people said, "We did not put it *all* there so why should *we* clean it up?"

Tony and Mr. Brown sat down to think. They thought, "We want the dump in the back of our house removed. We want our neighborhood cleaned."

The teacher may use study prints to tell the story or to present the conflict situation. Suggested picture set:

Wright, "A City Is," *Urban Education Studies*, Level D, Picture 5.

NOTE: We are working toward spontaneous reaction but it is good for the teacher to be prepared with specific questions to move the discussion along.

Reacting to the Conflict Situation

The teacher may ask the following questions:

–Who is Tony Brown?
–Where does he live?
–How did the dump get there?
–Who caused this build-up in back of Tony's house?
–Who did Mr. Brown first ask to remove the trash?
–What was their reply?
–Did Mr. Brown talk to anyone else? If so, to whom?
–Why did he talk to people from nearby communities?
–Why did these people come over and dump their throwaways?
–How did they feel about cleaning the dump?
–Did Mr. Brown discuss this matter with people of his own neighborhood?
–What did they say?
–How do you think these people felt?
–What did Tony and Mr. Brown finally do?
–What were their thoughts?
–What is the problem?
–How would you feel if this had happened to you?

Identifying the Problem

Possible problem: How can Tony and Mr. Brown get their neighborhood cleaned?

Suggesting Hypotheses

The teacher may ask questions, giving pupils an opportunity to give educated guesses as to how the problem might be solved. These may be listed on a chart.

Teacher: How do you think Tony and Mr. Brown can get their neighborhood cleaned?

Children (Possible Responses): They could:

–pick up all the trash
–remove everything from the dump themselves
–have a "clean block" campaign
–go to the friends and neighbors one more time

Step 2: GATHERING AND ORGANIZING DATA

Comments

In Step 2 of the inquiry process, the children explore materials: texts, resource books, films, filmstrips, artifacts, models, study prints; take trips; and utilize human resources in order to find solutions to the problem which has been identified from the conflict situation in Step 1. During this time, the teacher may work in small groups or have total class participation. Because youngsters need to gather information from a variety of sources, the data gathering step of the inquiry process may take several days. While the children are investigating the problem, the information found should be recorded for all children to see. The class needs to concentrate its efforts upon this data, because it will be used in the remaining steps of the inquiry process.

Suggested References

Activity I

Read the story, "Community Government–What Do Governments Do for Their Communities?"

King. *Communities and Social Needs*, pp. 71-75.

Activity II

Picture interpretation: sanitation workers supply protective services.

Grossman and Michaelis. *Schools, Families, Neighborhoods* (A Kit), Lesson 54, Study Print 66, pp. 166-167.

Activity III

Listen to a tape with books.

Stanek and Johnson. *The Big City Helps Its People.*

Activity IV

Filmstrip: "Community Sanitation–Disposal of Garbage in Modern Cities," Frames 30-47, portion 4.

After reading the books, interpreting pictures, listening to a story, and viewing the filmstrip, pupils participate in discussion of the information gathered.

Suggested Questions

–What did you find out about what governments do for their communities?
–From your picture discussion, what kind of services do sanitation workers supply?
–How does the big city help its people?
–What happened in your filmstrip? How do people dispose of waste in modern cities?

Possible Responses

The teacher lists the information as the children state it. Example:

Activity I

–We read about what governments do for their communities.
–The government of a community works to keep people healthy.
–It sees that workers pick up garbage and trash.
–It makes sure that people have safe water to drink.
–The government hires workers.

Activity II

–We discussed pictures of sanitation workers and their services.
–Sanitation workers keep streets clean.
–Waste materials should be placed in garbage cans with lids on tightly.
–People can help by using their litter baskets and keeping things picked up.
–In cities, groups can work together to keep neighborhoods clean.
–When all trash is ready, we can call the sanitation department to take it away.

Activity III

–The city helps its people in many ways.
–Some city workers help keep the people healthy.
–There are workers who help keep the city's water clean and good.
–Children can help by having a "clean-up week."
–Families and neighbors can work with children to clean the neighborhood and keep it clean.
–There is a job for everyone in the big city to do.

Activity IV

–Garbage and wastes should be made ready for city workers.
–City garbage workers should collect wastes in trucks weekly or more often.
–Sanitation in the home and community prevents diseases.
–Our health departments also help us to do community housekeeping.

Step 3: INTERPRETING AND EVALUATING DATA

Comments

In Step 3 of the inquiry process, the children will interpret and evaluate the data that has been gathered because it helps to solve the problem identified from the original conflict situation. All the data gathered is studied and discussed. Irrelevant information is eliminated at this point and only comments which directly answer the problem are maintained. The children may or may not select responses in agreement with the teacher. The thought process must be undertaken by the youngsters themselves with guide questions from the teacher.

Teacher and pupils look at each piece of data gathered. Example: Look at number one. Can this help us in solving our problem? How was the problem solved in the book, filmstrip, or story? How can this information help us in solving *our* problem? (If so, list on the board.) Continue through all the data listed.

The information is evaluated in terms of validity and relevancy or irrelevancy to the particular problem.

Step 4: FORMULATING SOLUTIONS

Comments

In Step 4 of the inquiry process, the children will be expected to formulate solution(s) relating to the conflict situation presented in Step 1. This is the first time that the conflict is formally referred to by the teacher. It may be necessary to refresh the children's memory by recalling the conflict briefly. At this time, the data that has been set up in Step 3 is used in an attempt to formulate appropriate solution(s) relating to the conflict. If it is not possible to find solutions, it may even be necessary for the teacher to go back to Step 1 and repeat the process through Step 3 to crystallize the thinking taking place.

Refer to conflict in this step.

All possible solutions necessary to solve the problem are listed. (The children give possible solutions.) Examples:

–Children can help by having a "clean-up week."
–Families and neighbors can work with children to clean the dump and the neighborhood and keep them clean.
–People can help by using litter baskets and keeping things picked up.
–Community groups can work together to keep the neighborhood clean.
–When all trash is ready, we can call the sanitation department to take it away.
–The government works to keep people healthy.
–There is a job for everyone in the big city to do.
–The government sees that workers pick up garbage and trash.

Step 5: EVALUATING SOLUTIONS

Comments

In Step 5 of the inquiry process, the children will be expected to evaluate the solution(s) formulated in light of some criteria established by either the teacher or children. Depending upon the criteria, only a selected number of solution(s) will be maintained, making certain that the solution(s) relates directly to the conflict situation presented in Step 1.

Criteria

We need a solution that will:

–enable Tony and Mr. Brown to get their neighborhood cleaned
–enable people to accept responsibility and work together in cleaning the dump
–place the responsibility on the city for providing adequate service
–show that people should continue to work together to keep this from reoccurring

Solutions

Apply each criterion to all solutions to see which solutions are best. Identify best solution or solutions Examples:

–Children can help by having a "clean-up week."
–Families and neighbors can work with children to clean the dump and the neighborhood and keep them clean.
–When all trash is ready, we can call the Sanitation Department to take it away.
–There is a job for everyone in the big city to do.

NOTE: Compare hypotheses with solution(s). The children will be able to compare their educated guesses with solution(s) based on research.

GRADE THREE

Our City–A Center of Expansion and Change

Generalization: People who come to cities from different environments face many problems of adjustment. (From Guide.)

Teaching Objective: The pupil will identify and analyze the forces which control urban conditions.

Suggested Content: Problems of newcomers; unskilled laborers; language difficulties; racial discrimination.

Step 1: IDENTIFYING THE PROBLEM

Comments

In Step 1 of the inquiry process, the teacher presents a conflict situation using a relevant story, picture, tape, film, or filmstrip whereby the interest of the children is stimulated sufficiently to elicit questions from the children themselves.

After the conflict is established, a problem based on the generalization must be reached. It is from the problem which has been identified that the students set up their hypotheses. From these steps, the children are then able to proceed to Step 2 where data is to be gathered.

Suggested Conflict Situation

Pedro Gomez lived in Puerto Rico until two weeks ago. Pedro can still imagine his father calling the family together and saying these words: "Our farm does not yield enough money to take care of us. I must find other work. Look at the newspaper. They need many workers in Baltimore. It is a city in the State of Maryland, in the United States. We will pack our things and move. There, we shall have food, clothing, a better house, and money."

A week later, Pedro and his family arrived in Baltimore. Already, Pedro missed the small farmhouse. He had never lived in an apartment. However, he could think only of all the good things his father had promised.

Pedro had fun at school but noticed that Father Gomez was quite upset. He said, "I went to look for a job today. No company would hire me. I was the only person at the employment office who could not speak English. They said that I would not be able to read the signs and follow directions. They said that it would be unsafe for me and for the company. No one would help me."

The teacher may use transparencies and a tape or puppets to present the conflict situation.

NOTE: We are working toward spontaneous reaction but it is good for the teacher to be prepared with specific questions to move the discussion along.

Reacting to the Conflict Situation

The teacher may ask the following questions:

–Who is Pedro Gomez?
–From where did he come?

–Where did his family move? Why?
–Where did Father Gomez go?
–Why was Father Gomez upset?
–Why did the companies refuse to hire him?
–What is the problem?
–How would you feel if this had happened to you?

Identifying the Problem

Possible problem: How can Mr. Gomez find a job?

Suggesting Hypotheses

The teacher may ask questions, giving pupils an opportunity to give educated guesses as to how the problem might be solved. These may be listed on a chart.

Teacher: How do you think Mr. Gomez could find a job?

Children (Possible Responses): He could:

–go to another employment agency
–ask other people for help
–ask his neighbors for help
–try to be friendly with everyone
–look for people who speak Spanish like him; ask them for help

Step 2: GATHERING AND ORGANIZING DATA

Comments

In Step 2 of the inquiry process, the children explore materials: texts, resource books, films, filmstrips, artifacts, models, study prints; take trips; and utilize human resources in order to find solutions to the problem which has been identified from the conflict situation in Step 1. During this time, the teacher may work in small groups or have total class participation. Because youngsters need to gather information from a variety of sources, the data gathering step of the inquiry process may take several days. While the children are investigating the problem, the information found should be recorded for all children to see. The class needs to concentrate its efforts upon this data, because it will be used in the remaining steps of the inquiry process.

Suggested References

Activity I

Use a film "Jeffrey and His City Neighbors," Sd-1646.2.

Activity II

Listen to a story "The Martin Family."

Hanna, *Investigating Man's World–Local Studies*, pp. 72-75.

Activity III

Read the stories "The City, a Place for a New Start" and "What are the Problems of City Newcomers?"

Senesh, *Our Working World–Cities*, pp. 108-115.

Stanek, *Man and His Cities*, pp. 62-72.

After watching the film, listening to the story, and reading books, the pupils participate in a discussion of the information gathered.

Suggested Questions

–What happened in your film?
–Was Jeffrey's problem solved? If so, how?
–What happened in the story?
–Was the Martins' problem solved? If so, how?
–Was Joseph Wells' problem solved? If so, how?
–What are the problems of some city newcomers?
–How does the city government help some newcomers?
–How did the city become a place for a new start?

Possible Responses

The teacher lists the information as the children state it.

Activity I

–Jeffrey wanted and needed money.
–He needed a job.
–He asked many people for a job (the man at the cleaners, the lady at the beauty shop, etc.).
–Jeffrey found a job.

Activity II

–The Martins lived on a farm.
–They did not earn enough money.
–They moved to the city.
–Mr. Martin went to the factory that made cars and trucks.
–Mr. Martin found a job.

Activity III

–Some people cannot speak English.
–Some people cannot do city jobs.
–City governments give people the kind of help they need through the Human Relations Department.
–They show newcomers how to find jobs and places to live.
–It holds classes where people can learn to speak English.
–Joseph Wells went to the Division of Employment.
–A man could speak his language at this office.
–He helped him with skills for a job.

Step 3: INTERPRETING AND EVALUATING DATA

Comments

In Step 3 of the inquiry process, the children will interpret and evaluate the data that has been gathered because it helps to solve the problem identified from the original conflict situation. All the data gathered is studied and discussed. Irrelevant information is eliminated at this point and only comments which directly answer the problem are maintained. The children may or may not select responses in agreement with those of the teacher. The thought process must be undertaken by the youngsters themselves with guide questions from the teacher.

Teacher and pupils look at each piece of data gathered. Example: Look at number one. Can this help us in solving our problem? What did they do to solve the problem in the film, story, or book? How can this help us in solving *our* problem? (If so, list on the board.) Continue through all the data listed.

The information is evaluated in terms of validity and relevancy or irrelevancy to the particular problem.

Step 4: FORMULATING SOLUTIONS

Comments

In Step 4 of the inquiry process, the children will be expected to formulate solution(s) relating to the conflict situation presented in Step 1. This is the first time that the conflict is formally referred to by the teacher. It may be necessary to refresh the children's memory by recalling the conflict briefly. At this time, the data that has been set up in Step 3 is used in an attempt to formulate appropriate solution(s) relating to the conflict. If it is impossible to find solutions, it may even be necessary for the teacher to go back to Step 1 and repeat the process through Step 3, hoping to crystallize the thinking taking place.

Refer to conflict in this step.

All possible solutions necessary to solve the problem are listed: (The children give possible solutions.) Examples:

–Ask people for a job, as Jeffrey did.
–Go to a factory and ask for a job.
–Go to the Human Relations Department–they will help him.
–Go to the Division of Employment as Joseph Wells did. Here a man can speak his language. He will also help with job-training skills. He will then help him find a job.

Step 5: EVALUATING SOLUTIONS

Comments

In Step 5 of the inquiry process, the children will be expected to evaluate the solution(s) formulated in light of some criteria established by either the teacher or children. Depending upon the criteria, only a selected number of solutions will be maintained, making certain that the solution(s) relates directly to the conflict situation presented in Step 1.

Criteria

We need a solution that will allow Mr. Gomez to stay; give him a job to earn money now; and provide retraining skills.

Apply each criterion to all solutions to see which solutions are best.

Solutions

Identify best solution or solutions. Example: He can go to the Human Relations Department or the Division of Employment. Here a man can speak his language and help him with job training skills. They will help him find a job.

NOTE: Compare hypotheses with solution(s). The children will be able to compare their educated guesses with solution(s) based on research.

GRADE FOUR

Urban Living–People and the Economy

Generalization: In this country the fundamental rights of workers are protected. (Labor unions, fringe benefits.) (From Guide.)

Teaching Objective: The pupil will learn the role of free enterprise in a democracy.

Suggested Content: Include rights of workers protected by good working conditions, reasonable number of work hours per day, overtime for extra work, fringe benefits, and formation of unions.

Step 1: IDENTIFYING THE PROBLEM

Comments

In Step 1 of the inquiry process, the teacher presents a conflict situation using a relevant story, picture, tape, film, or filmstrip whereby the interest of the children is stimulated sufficiently to elicit questions from the children themselves.

After the conflict is established, a problem based on the generalization must be reached. It is from the problem which has been identified that the students set up their hypotheses. From these steps, the children are then able to proceed to Step 2 where data is to be gathered.

Suggested Conflict Situation

Mr. Hill works at the Paddle Shoe Factory. He has been chosen as the leader of his group. All fifty workers were dissatisfied with working conditions in the factory. In an interview with the president of the factory, Mr. Hill explained all the grievances of the workers who were unhappy because of:

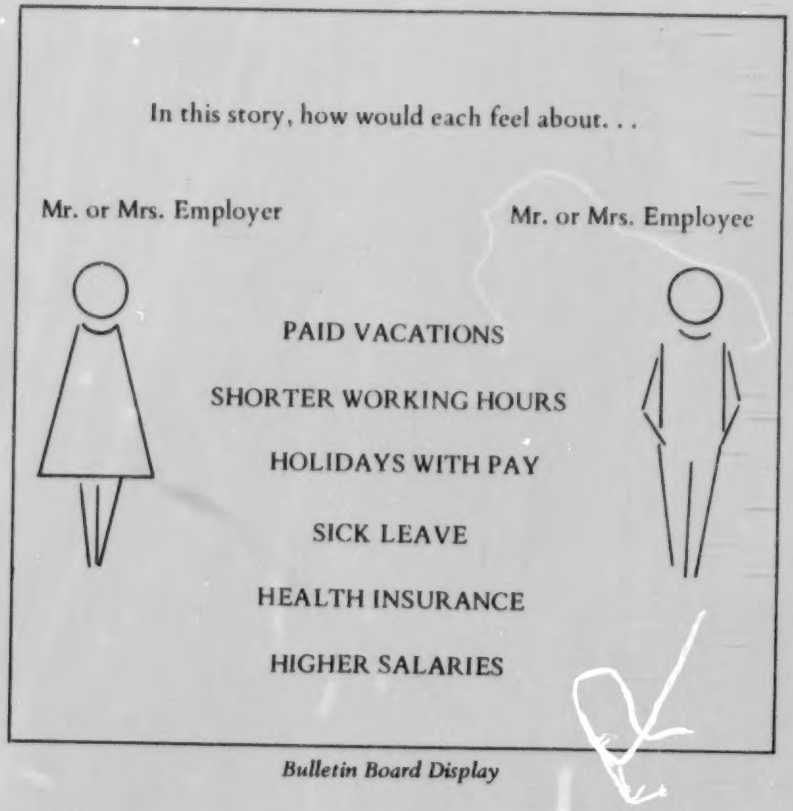
–salaries that are lower than those in other shoe factories
–lack of extra money when they work overtime
–lack of pay for vacations and holidays
–lack of health insurance benefits
–lack of sick leave
–lack of safety devices and machinery to help do the work

Mr. Lain, the president of the factory, said, "Work hard and save your money. If you are smart and clever, you can become as wealthy as I. If I start spending all my money on expensive machinery, safety devices, vacations, holidays, insurance, and shorter working hours, the workers will just become lazy and careless and I won't be able to make a profit. If I go out of business because I can't make a profit, nobody will have a job."

Mr. Hill told the workers what Mr. Lain said. The group was so angry that they were ready to quit their jobs, but they could not because they needed the money to take care of their families. Mr. Hill was concerned. Something had to be done.

The conflict situation may be presented using a bulletin board display. Example, see p. 26.

NOTE: We are working toward spontaneous reaction, but it is good for the teacher to be prepared with specific questions to move the discussion along.



Bulletin Board Display

Reacting to the Conflict Situation

The teacher may ask the following questions:

–Where does Mr. Hill work?
–What is his role in the group?
–How do the workers feel about working conditions at the factory?
–What conditions are they unhappy about?
–Who is Mr. Lain?
–How does he feel about improving conditions at the factory?
–How did the workers feel when they heard Mr. Hill's report?
–How would you feel if you were one of the workers?
–How did Mr. Hill feel?
–What would you do if your were one of the workers?
–What is the problem?

Identifying the Problem

Possible problem: Should the workers ask for all of these benefits? Why? Why not?

Suggesting Hypotheses

The teacher may ask questions, giving pupils an opportunity to give educated guesses as to how the problem might be solved. These may be listed on a chart.

Teacher: Should the workers ask for all of these benefits? Why? Why not?

Children (Possible Responses):

–Yes, I think the workers should ask for these benefits because people on other jobs get them.
–Yes, I think the workers should ask for these benefits because there are laws that will help them.
–No, the workers should not ask for these benefits because I think they are asking for too much.
–No, because I don't think that you should get all of these benefits when working at a shoe factory.

Step 2: GATHERING AND ORGANIZING DATA

Comments

In Step 2 of the inquiry process, the children explore materials: texts, resource books, films, filmstrips, artifacts, models, study prints; take trips; and utilize human resources in order to find solutions to the problem which has been identified from the conflict situation in Step 1. During this time, the teacher may work in small groups or have total class participation. Because youngsters need to gather information from a variety of sources, the data gathering step of the inquiry process may take several days. While the children are investigating the problem, the information found should be recorded for all children to see. The class needs to concentrate its efforts upon this data, because it will be used in the remaining steps of the inquiry process.

Suggested References

Activity I

Sound filmstrip: "Labor and Labor Unions." *Educational Filmstrips–Fundamentals of Economics*, Eye Gate House, Inc., Jamaica, New York, 178-F.

Activity II

"A Success Story on Tape: Should the Government Help? Owners vs. Workers."

Fielder, *Inquiring About American History*, pp. 234-240.

Activity III

Read the story about unions and workers, Davis, *Investigating Communities and Cultures*, pp. 251-256.

Activity IV

The World Book Encyclopedia, Volume 12, pp. 9-12.

NOTE: Prior to gathering information, the teacher should develop the following concepts:

compromise	picketing	strike
conference	agreement	

Suggested Questions

–What organizations will help workers get benefits?
–Why were these unions started?
–In what ways do labor unions help workers?
–In what ways do state and national laws help workers?

Possible Responses

The teacher lists the information as the children state it.

Activity I

–We learned that labor is work.
–Labor unions are for people who work for wages.
–Long ago there were no labor unions.
–People were not treated fairly by employers.
–Labor unions were needed in order to allow shorter working days, higher salaries, and cleaner working conditions.
–Labor unions also keep workers from losing their jobs.
–The government has laws that keep children from working.
–The shoemaker's union is a "craft union." There are other kinds of unions in our country.
–Labor unions meet with employers. They continue to meet until they reach an agreement on salaries, vacations, health insurance, and all grievances of workers.
–Labor unions and employers work together to improve conditions for workers in our country.
–Labor unions may set up picket lines or strikes in order to get what they want from employers.
–Sometimes they compromise on the most important benefits.

Activity II

–The factory owner in our story felt that if a worker was poor it was his own fault.
–Owners believed that most workers were lazy and careless and would waste money if they had it.
–These men wanted to keep government out of business.
–The workers disagreed. They asked, "How could they save money when they didn't have enough to buy food? How could children go to school if they were working?"
–The government had to set up laws to protect workers.

Activity III

–All workers have goals such as higher wages, better working conditions, and fringe benefits.
–In order to get these benefits, many workers become members of labor unions.
–A union tries to reach the goals of the workers.
–A union may succeed where an individual would fail.
–There was a time when unions did not exist.
–The working conditions in factories were very bad.
–Owners were concerned with making money for themselves.
–People worked long hours, sometimes thirteen hours per day.
–A worker might be fired or jailed if he complained.

–This led to the organization of labor unions.
–The union makes demands in the interest of the members.

Activity IV

–Shoemakers in Philadelphia formed the first real local union in 1792.
–The unions put up signs stating the conditions under which they would work.
–If the employer refused to meet demands, the shoemaker went on strike by failing to appear for work.
–State and Federal laws have been made in order to help workers.

Step 3: INTERPRETING AND EVALUATING DATA

Comments

In Step 3 of the inquiry process, the children will interpret and evaluate the data that has been gathered because it helps to solve the problem identified from the original conflict situation. All the data gathered is studied and discussed. Irrelevant information is eliminated at this point and only comments which directly answer the problem are maintained. The children may or may not select responses in agreement with the teacher. The thought process must be undertaken by the youngsters themselves with guide questions from the teacher.

Teacher and pupils look at each piece of data gathered. Example: Look at number one. Can this help us in solving our problem? What did they do to solve the problem in the film, story, or book? How can this help us in solving *our* problem? (If so, list it on the board.) Continue through all the data listed.

The information is evaluated in terms of validity and relevancy or irrelevancy to the particular problem.

Step 4: FORMULATING SOLUTIONS

Comments

In Step 4 of the inquiry process, the children will be expected to formulate solution(s) relating to the conflict situation presented in Step 1. This is the first time that the conflict is formally referred to by the teacher. It may be necessary to refresh the children's memory by recalling the conflict briefly. At this time, the data that has been set up in Step 3 is used in an attempt to formulate appropriate solution(s) relating to the conflict. If it is not possible to find solutions, it may even be necessary for the teacher to go back to Step 1 and repeat the process through Step 3, hoping to crystallize the thinking taking place.

Refer to conflict in this step.

All possible solutions necessary to solve the problem are listed. (The children give possible solutions.) Examples:

–Mr. Hill could have a conference with the leader of a labor union.
–The workers could join the union.
–The union president could meet with Mr. Lain, the president of the company.
–The president of the union and the president of the company could work out an agreement.
–If the company cannot give all the benefits, they could settle some of the benefits (as we read).
–If Mr. Lain refuses to meet, the union could strike and picket the company. If the factory is closed, Mr. Lain can't make any money. The workers can't make any money. So, the two presidents can settle on an agreement that will give the workers *some* benefits and Mr. Lain *some* profit.
–If the presidents cannot agree, the government can step in and help.

Step 5: EVALUATING SOLUTIONS

Comments

In Step 5 of the inquiry process, the children will be expected to evaluate the solution(s) formulated in light of some criteria established by either the teacher or children. Depending upon the criteria, only a selected number of solutions will be maintained, making certain that the solution(s) relates directly to the conflict situation presented in Step 1.

Criteria

We need a solution that will allow Mr. Lain to make a profit and allow the workers to be satisfied.

Apply each criterion to all solutions to see which solutions are best.

Solutions

Identify best solution or solutions. Example: The workers should ask for all these benefits because they need them. In order to get them, the workers should join a labor union. The union president should meet with the company president. They should settle on an agreement that will give the workers enough benefits but leave the company a profit.

NOTE: Compare hypotheses with solutions. The children will be able to compare their educated guesses with solution(s) based on research.

GRADE FIVE

The Urban Center–People and Government

Generalization: In a republic such as ours all qualified citizens participate in the election of government officials. (From Guide.)

Teaching Objective: Understanding the power of the vote and the role of the voter in obtaining equal opportunity for all.

Suggested Content: Citizens in United States should be interested in government; should vote, if possible, for the national, state, and local candidates of their choice.

Step 1: IDENTIFYING THE PROBLEM

Comments

In Step 1 of the inquiry process, the teacher presents a conflict situation using a relevant story, picture, tape, film, or filmstrip whereby the interest of the children is stimulated sufficiently to elicit questions from the children themselves.

After the conflict is established, a problem based on the generalization must be reached. It is from the problem which has been identified that the students set up their hypotheses. From these steps, the children are then able to proceed to Step 2 where data is to be gathered.

NOTE: Prior to the presentation of this conflict situation, the following concepts should be developed:

ballot	precinct	vote	qualified
election	citizen	voters	participation

Suggested Conflict Situation

Mr. Pete Angelo was born in Italy. He believed that his family would have a better life in America. Mr. Angelo thought that he could speak his mind more freely in the United States. He wanted to move to America because he had read that he would be able to vote for the leaders of his choice. Permission was granted by the Italian Government for the Angelo family to leave for America. The family happily departed for America.

Mr. Angelo found a job, a nice house, and the children liked the neighborhood school.

One morning Mr. Angelo was listening to the radio. He heard the news reporter say, "Every citizen must get out and vote." "We must get out and vote," he said to his family. "We can vote now. We're in America."

When Mr. and Mrs. Angelo arrived at the voting precinct in their neighborhood, they began to feel very strange. The supervisor at the precinct asked, "How long have you lived in the United States?" "Two months," replied Mr. Angelo. "Then you will not be able to register to vote. We have certain requirements that you must meet before you will be able to vote for the

candidate of your choice. You must become a citizen of the United States."

Mr. and Mrs. Angelo were confused. They wanted to become citizens. They wanted to be able to vote.

The conflict situation may be presented by using a sequence of pictures on transparencies along with the story on a tape. The teacher may place the transparency pictures on the overhead projector as the tape plays, telling the story.

Reacting to the Conflict Situation

The teacher may ask the following questions:

–How do you think you would feel if you were Mr. or Mrs. Angelo?
–Why did they move to America?
–How did Mr. and Mrs. Angelo feel when they heard the newscast?
–Why do you suppose they weren't considered citizens?
–What do you suppose they would have to do in order to become citizens?
–If you were the ruler of a country, what would a stranger have to do in order to become a citizen of your country?
–What is the problem?

Identifying the Problem

Possible problem: How can Mr. and Mrs. Angelo become citizens of the United States?

Suggesting Hypotheses

The teacher may ask questions, giving pupils an opportunity to give educated guesses as to how the problem might be solved. These may be listed on a chart.

Teacher: How can Mr. and Mrs. Angelo become citizens of the United States?

Children (Possible Responses):

–They could ask the government of their city how to become citizens.
–They could ask their neighbors how people become citizens.
–They could read books on how people become citizens.
–They could go to a place that helps people who are new to our country and ask for help.

Step 2: GATHERING AND ORGANIZING DATA

Comments

In Step 2 of the inquiry process, the children explore materials: texts, resource books, films, filmstrips, artifacts, models, study prints; take trips; and utilize human resources in order to find solutions to the problem which has been identified from the conflict situation in Step 1. During this time, the teacher may work in small groups or have total class participation. Because youngsters need to gather information from a variety of sources, the data gathering step of the inquiry process may take several days. While the children are investigating the problem, the information found should be recorded for all children to see. The class needs to concentrate its efforts upon this data, because it will be used in the remaining steps of the inquiry process.

Suggested References

Activity I

Story on tape: Becoming a citizen. "Miklos Leaves an Old Land."

Brandwein. *The Social Sciences–Concepts and Values*, pp. 289-295.

Activity II

Study of documents: Constitutional Amendments XIV and XV.

Reuben. *How Documents Preserve Freedom*, pp. 56-57.

Activity III

Note-taking: A growing nation. Becoming a citizen.

Fielder. *Inquiring About American History*, pp. 247-261.

Activity IV

Filmstrip: Being active in the government.

Activity V

Sequential listing of steps in becoming a citizen.

World Book Encyclopedia, Volume 4, pp. 442-447; Volume 14, pp. 52-53.

Activity VI

Interpreting information: Citizenship–who are the citizens? How do people become citizens?

Hanna. *Investigating Man's World–Regional Studies*, pp. 116-123.

Activity VII

Investigation: Equality and government.

Anderson. *Man and Society*, pp. 408-411.

Activity VIII

Story: Our way–government by the people.

MacDonald. *One Plus One*, pp. 125-143.

Activity IX

Read books: What does freedom mean?

King. *How Our Government Began*, pp. 85-86.

Activity X

Research: How can we tell our congressmen what laws we want?

Quigley. *We Live in Communities*, pp. 100, 214-225.

NOTE: Prior to gathering information, the teacher should develop the following concepts:

immigration	citizenship	native land
immigrant	naturalized	aliens

Suggested Questions

–Who are citizens of the United States?
–How can a person become a citizen of the United States?
–How did the Stavropolus family become citizens?
–How do our congressmen know what laws we want?
–What does freedom mean (according to your book)?

Possible Responses

The teacher lists the information as the children state it.

Activity I

–We learned that the Stavropolus family lived in Athens.
–They moved to America.
–They wanted a better life with more opportunities.
–People who leave their homeland to live in another country are called immigrants.
–The Stavropolus family had to live in the United States five years before they could become American citizens.
–They had to learn about their new country first.
–They had to show they would make good citizens.
–Then they could vote and participate in the American political system.
–In these five years, Miklos and his family began to understand how our government tries to solve our problems.
–They studied the Constitution and the English language.
–They met many new friends at night school.
–After five years, Mr. and Mrs. Stavropolus asked the American Immigration Service for American citizenship. They answered a list of questions about themselves and stated that they both: (a) were at least eighteen years old; (b) could understand English; (c) agreed to live under our Constitution; and (d) would give up their Greek citizenship.
–Then they went to the District Court to file a petition and become naturalized.
–They took the Oath of Allegiance to the United States.
–Now Miklos' parents have all the rights and duties of natural-born citizens except one: neither of them can become President or Vice President of the United States. (Only a native-born American can be President or Vice President.)
–After they were naturalized, Mr. and Mrs. Stavropolus had the right to vote and be elected to all offices expect President and Vice President.

Activity II

–There are documents that give people certain rights.
–The Fourteenth Amendment protects people who are born or naturalized in the United States.
–The Fifteenth Amendment is concerned with the right of citizens to vote.

Activity III

–During the early 1900's, newcomers arrived in America at the rate of one million per year.
–Many immigrants came for freedom; others came for jobs.
–The people lived together and formed clubs to help each other.
–Each immigrant wanted to become an American citizen.

–First, an immigrant had to go to court and say that he wanted to become a citizen.
–Then he had to take a test and answer questions about the government and history of the United States.
–The questions had to be answered in English.
–Thousands of immigrants went to school at night to learn English so that they could answer the questions and become citizens.

Activity IV

–Fairtown has democratic government.
–All citizens are entitled to vote and hold office.
–Citizens must be alert, learn the facts, and vote intelligently.
–All citizens have the right to vote. Voting is also a duty.

Activity V

–Citizenship means the duties, rights, and privileges of a person born or naturalized in a country.
–Any person born in a country is a citizen of that country, regardless of the nationality of his parents.
–The procedure for naturalization involves three steps: (a) a petition for naturalization (includes spending five years in this country); (b) an investigation and interview; and (c) final hearings in court (includes taking the Oath of Allegiance to this country).

Activity VI

–Only a citizen of the United States can be a citizen of a state.
–If a person is born in a nation other than the United States and comes to live in one of the fifty states, he may choose to become a citizen of the United States.
–He must take certain steps to become a naturalized citizen.
–He must: (a) live in the United States for five years; (b) live in a particular state for at least six months; (c) be able to speak English; and (d) take an oath of loyalty to the United States.
–After a person becomes a naturalized citizen, he has the same rights and duties as a native-born citizen.

Activity VII

–At the time our government was founded, many people believed that only those who owned property could be counted on to vote wisely.
–Women were also left out.
–This amendment was added to the Constitution: "The right of citizens of the United States to vote shall not be denied. . .on account of race, color, or previous condition of servitude."

–This amendment was added to the Constitution to be sure that Black people would have the right to vote.
–Today, every group of American citizens has the right to vote.

Activity VIII

–Jim and Benjy organized their club.
–They made rules and chose a leader.
–Every member had a right to vote.
–Voters must have certain qualifications.

Activity IX

–When we say that people live in freedom, we mean that they may do as they please as long as they regard the rights of others.
–People should vote in order to protect their freedom.

Activity X

–Sometimes people vote for congressmen who will make the laws they want.
–Voting is one way people help decide what laws will be made.
–All qualified people should vote.

Step 3: INTERPRETING AND EVALUATING DATA

Comments

In Step 3 of the inquiry process, the children will interpret and evaluate the data that has been gathered because it helps to solve the problem identified from the original conflict situation. All the data gathered is studied and discussed. Irrelevant information is eliminated at this point and only comments which directly answer the problem are maintained. The children may or may not select responses in agreement with the teacher. The thought process must be undertaken by the youngsters themselves with guide questions from the teacher.

Teacher and pupils look at each piece of data gathered. Example: Look at number one. Can this help us in solving our problem? How was the problem solved in the book, filmstrip, or

story? How can this information help us in solving *our* problem? (If so, list on the board.) Continue through all the data listed.

The information is evaluated in terms of validity and relevancy or irrelevancy to the particular problem.

Step 4: FORMULATING SOLUTIONS

Comments

In Step 4 of the inquiry process the children will be expected to formulate solution(s) relating to the conflict situation presented in Step 1. This is the first time that the conflict is formally referred to by the teacher. It may be necessary to refresh the children's memory by recalling the conflict briefly. At this time, the data that has been set up in Step 3 is used in an attempt to formulate appropriate solution(s) relating to the conflict. If it is not possible to find solutions, it may be necessary for the teacher to go back to Step 1 and repeat the process through Step 3, hoping to crystallize the thinking taking place.

Refer to conflict in this step.

All possible solutions necessary to solve the problem are listed. (The children give possible solutions.) Examples:

- Mr. and Mrs. Angelo could continue to live in the United States for five years.
- During this time, they could: (a) study the Constitution; (b) get to know more people and make friends; (c) study the English language; and (d) attend night school and learn more about our country (as the Stavropolus family did).
- Mr. and Mrs. Angelo could study the Fourteenth and Fifteenth Amendments.
- They could decide to take certain steps in order to become naturalized citizens.
- They could join neighborhood groups and learn how we tell our congressmen what laws we want.
- Mr. and Mrs. Angelo should go through the procedure for naturalization by: (a) filing a petition for naturalization (includes spending five years in this country); (b) an investigation and interview; and (c) final hearings in court (includes taking the Oath of Allegiance to this country).

Step 5: EVALUATING SOLUTIONS

Comments

In Step 5 of the inquiry process, the children will be expected to evaluate the solution(s) formulated in light of some criteria established by either the teacher or children. Depending upon the criteria, only a selected number of solutions will be maintained, making certain that the solution(s) relates directly to the conflict situation presented in Step 1.

Criteria

We need a solution that will help Mr. and Mrs. Angelo to become citizens of the United States and allow the precinct supervisor of elections to be satisfied.

Apply each criterion to all solutions to see which solutions are best.

Solutions

Identify best solution or solutions. Example: Mr. and Mrs. Angelo should go through the procedure for naturalization by (a) filing a petition for naturalization (includes spending the five years in this country); (b) submitting to an investigation and interview; and (c) attending final hearings in court (includes taking the Oath of Allegiance to this country).

NOTE: Compare hypotheses with solutions. The children will be able to compare their educated guesses with solution(s) based on research.

GRADE SIX

The Human Condition–Realities and Priorities

Generalization: Use of land in urban areas changes as the demand of the growing population changes: population shift, spread city patterns. (From Guide.)

Teaching Objective: Examine the forces that presently determine the conditions of the city. Analyze the factors which helped to create the urban conditions.

Suggested Content: Limitation of choice; accessibility; high property taxes; compulsory relocation.

Step 1: IDENTIFYING THE PROBLEM

Comments

In Step 1 of the inquiry process, the teacher presents a conflict situation using a relevant story, picture, tape, film, or filmstrip whereby the interest of the children is stimulated sufficiently to elicit questions from the children themselves.

After the conflict is established, a problem based on the generalization must be reached. It is from the problem which has been identified that the students set up their hypotheses. From these steps, the children are then able to proceed to Step 2 where data is to be gathered.

Suggested Conflict Situation

NOTE: This conflict situation may be presented through a series of letters from Mrs. Brooks to her daughter. These letters could be displayed on the bulletin board as they are read by the teacher.

Dear Mary,

I am very disturbed. I wish you were here so that I could talk to you. After having lived in this house and in this neighborhood for twenty years, I have to move. The thought of moving away from friends and relatives deeply saddens me.

Twenty years ago, your father and I bought this house at a cost of eight thousand dollars. During the first ten years, your father worked hard and improved the property by adding a bedroom and a new kitchen. We have been unable recently to make improvements because of the rise in the cost of living and high property taxes.

A representative from the City Planning Committee has visited me. They will make me an offer soon. I will let you know what it is when I write.

Love,
Mom

Dear Mary,

As you know, we have spent many beautiful moments in this house. It seems that those moments are now to be forgotten. I am even more concerned than I was the last time I wrote you. The City Council has met and decided to use the land on Gum Street to build a public school. They have offered to pay me eight thousand dollars. This does not take care of the additions.

The men from City Council feel that the neighborhood has not been kept up and that the school will improve the appearance of Gum Street as well as render a service to the community.

We feel that since we have worked so hard and spent most of our lives here, we should receive more than eight thousand dollars for our property. It's worth more than eight thousand dollars to us.

At this point, we haven't made up our minds, but we must soon decide what to do.

Love,
Mom

Dear Mary,

The weather here is beautiful. All of your relatives and friends seem to be fine. However, I am still concerned. I have thought about the offer made by City Council concerning the house. I have looked around in other areas of the city. I cannot buy a house today with eight thousand dollars. I need at least twelve thousand dollars in order to purchase a house comparable to what I've been accustomed. Since your father is getting older and is unable to work, our income is not enough to pay the high cost of rent today. I haven't had to pay the mortgage note in ten years. I feel that the city should pay enough money for me to buy another house with no mortgage. Something must be done!

Love,
Mom

Reacting to the Conflict Situation

The teacher may ask the following questions:

–To whom is Mrs. Banks writing? Why?
–How long has Mrs. Banks lived in her house?
–How much money did she pay for it?
–Have improvements been made during the last ten years? Why or why not?
–Why has the City Council offered to purchase the house?
–How much money did they offer to pay Mrs. Banks?
–How old do you think she is? Why do you think so?
–How do you think Mrs. Banks feels?
–How do you think you would feel?
–Do you think that City Council should displace people in order to build public services? Why? Why not?
–Can Mrs. Banks accept the offer? Explain.
–If you were Mrs. Banks, would you accept City Council's offer? Why or why not?
–What is the problem?

Identifying the Problem

Possible problem: How can Mrs. Banks get enough money from the city to buy a house that is comparable to what she has?

Suggesting Hypotheses

The teacher may ask questions giving pupils an opportunity to give educated guesses as to how the problem might be solved. These may be listed on a chart.

Teacher: How do you think Mrs. Banks can get enough money from the city to buy a house that is comparable to what she has?

Children (Possible Responses): Mrs. Banks could:

–get a lawyer to help her
–go to court
–ask the neighborhood group for help
–go to the City Council again
–ask her daughter to come and help her
–go to the housing authority in her city for help
–try to apply for a loan

Step 2: GATHERING AND ORGANIZING DATA

Comments

In Step 2 of the inquiry process, the children explore materials: texts, resource books, films, filmstrips, artifacts, models, study prints; take trips; and utilize human resources in order to find solutions to the problem which has been identified from the conflict situation in Step 1. During this time, the teacher may work in small groups or have total class participation. Because youngsters need to gather information from a variety of sources, the data gathering step of the inquiry process may take several days. While the children are investigating the problem, the information found should be recorded for all children to see. The class needs to concentrate its efforts upon this data, because it will be used in the remaining steps of the inquiry process.

Suggested References

Activity I

Research general information, Annual Report Booklet, Housing Code Booklet.

Information Services Division of the Department of Housing and Community Development, Phone: 396-4100.

Activity II

Sound filmstrip: "Keeping Cities Up to Date".

Senesh. *Our Working World–Cities,* p. 32.

Activity III

Interpreting maps: Problems of cities.

Davis. *The Urban Community,* pp. 148-158.

Activity IV

Story on tape: "Regions of Cities."

Fielder. *Inquiring About American History,* pp. 294-303.

Activity V

Investigation: City planning.

Brandwein. *The Social Sciences–Concepts and Values,* pp. 107-113. (Level 6).

Activity VI

Map, graph and table study: Distribution changes from time to time.

Hanna. *Investigating Man's World–United States Studies,* pp. 268-273.

Activity VII

Read books: Man and his cities–participating in planning.

Fielder. *Inquiring About Cities,* pp. 272-294.

Activity VIII

Using cartoons, tables, graphs: Improving our cities.

Robinson. *Man and Society,* pp. 231-250.

Activity IX

Read books: How does the city solve problems of overcrowding?

Stanek. *Man and His Cities,* pp. 158-163.

Activity X

Research: Keeping cities up to date.

Senesh. *Our Working World–Cities,* pp. 204-211.

Activity XI

Interpreting tables, maps, pictures: The city today–changes within the city.

King. *Using the Social Studies,* pp. 306-321.

Activity XII

Research: Our people–Where do we live?

Kenworthy. *One Nation–The United States,* pp. 24-63.

NOTE: Prior to gathering information, the teacher should develop the following concepts:

community development	relocate	residential area
urban renewal	metropolis	urban blight
regions	industrial	mortgage

Suggested Questions

–What are some of the problems of cities?
–How do city planners work to solve their problems? (In your filmstrip.)
–What are some of the changes taking place in cities? Why?
–How do you account for these changes?

Possible Responses

The teacher lists the information as the children state it.

Activity I

–The development in Madison Square is the first housing to be planned, constructed, and controlled by its future tenants.
–In the Gay Street area, new houses will be built for low-income families.
–People in the Upton area of Baltimore City were relocated after selling their houses to the city.
–Property owners in Baltimore City may receive assistance through loans and grants under Section 312 of the Housing Act.
–Baltimore City has homes built especially for senior citizens, such as Lakeview Towers; the rent is charged according to income.
–The city also has low-rent public housing projects.
–In many cases, the city purchases land from citizens.

–HCD (Department of Housing and Community Development) helps people in selling old property and relocating.

Activity II

–To keep cities up to date, the Mayor and City Council and city planners must work with citizens and community groups.
–In some cases, the federal and state governments help the city home owners renovate their houses.
–They also improve downtown areas by building business centers.
–The planners replace some houses with new, low-income apartment buildings.

Activity III

–The cities grew as people moved to them to find work.
–Today cities need space for factories, apartments, office buildings, and schools.
–Some cities have solved this problem by tearing down old buildings and replacing them with modern apartments.
–Some city planners suggested that the problem could be solved by building underground.
–When old houses are torn down, people must relocate in other sections of the city.

Activity IV

–After World War II, cities grew rapidly.
–Many Black farmers with little education and no skills that would get them good jobs found themselves trapped in the city.
–The city was receiving less tax money.
–New York City planners had to ask the federal government for financial help in solving city problems.

Activity V

–The industrial city has become a metropolis.
–In Atlanta, groups of Blacks and white people planned ways of improving their city.
–Job-training programs were begun.
–Atlanta was chosen as one of the cities in the Model Cities Program.
–In this program, the national government gives money to cities for rebuilding and improving neighborhoods.
–The people work together to solve city problems.

Activity VI

–Many changes are taking place in cities. Many people think that some metropolitan areas will one day be strip cities or megapolises. Megapolis is a Greek word for great city.

–Geographers study the areas where these strip cities are forming. Each strip city will be hundreds of miles long, with many million inhabitants.

Activity VII

–City planners are taking a closer look at city problems in Philadelphia.
–City planners first study the old city, then plan a new one.
–In planning, they find ways of purchasing property from citizens and relocating them in new homes.

Activity VIII

–The citizens of New Haven, Connecticut, are working hard to improve conditions in their city.
–The city leaders and citizens have begun to plan.
–They began an improvement program called "urban renewal."
–After clearing residential areas, architects drew up plans for building new houses or renovating old ones.
–In Dixwell, where the people could not provide the money, help was given by the city, state, and federal governments.

Activity IX

–Cities throughout the world have the same problems.
–Much tax money must be used for building good places to live for all people.
–Cities cannot pay for all rebuilding. The federal government must help.

Activity X

–Leaders of city governments try to find ways to rebuild run-down neighborhoods in cities.
–The federal government gives money to cities to help them rebuild parts of cities.
–Rebuilding city neighborhoods causes many problems: (a) people have to move; (b) they must leave old friends; (c) they must move far from their work; (d) many small businesses have to move; (e) if rents in new buildings are too high, many small businesses must close down; and (f) incomes change, businesses change.
–Philadelphia is a city that has been "reborn."
–The city planners helped many owners get loans for repairs.
–They plan ways of purchasing property from citizens.

Activity XI

–Cities, like people, are always changing. Social scientists study cities by talking with some of their people.

–We studied how the changes are being made in the city of Peoria, Ill.
–Together, the city government and the Peoria Development Co-operation planned, demolished old buildings, and rebuilt buildings in order to make the city of Peoria a nice place to live.

Activity XII

–Most large cities have urban renewal programs.
–Urban renewal programs involve plans for new shopping centers, parks, and playgrounds as well as new apartments.

Activity XIII

–Many areas of cities must be redeveloped.
–One solution has been urban renewal projects that demolish deteriorating areas and replace them with new buildings.
–Demolition of property should not be done without residential replacement.

Step 3: INTERPRETING AND EVALUATING DATA

Comments

In Step 3 of the inquiry process, the children will interpret and evaluate the data that has been gathered because it may help to solve the problem identified from the original conflict situation. All the data gathered is studied and discussed. Irrelevant information is eliminated at this point and only comments which directly answer the problem are maintained. The children may or may not select responses in agreement with the teacher. The thought process must be undertaken by the youngsters themselves with guide questions from the teacher.

Teacher and pupils look at each piece of data gathered.

Example: Look at number one. Can this help us in solving our problem? How was the problem solved in the book, filmstrip, or story? How can this information help us in solving our problem? (If so, list on the board.) Continue through all the data listed.

The information is evaluated in terms of validity and relevancy or irrelevancy to the particular problem.

Step 4: FORMULATING SOLUTIONS

Comments

In Step 4 of the inquiry process, the children will be expected to formulate solution(s) relating to the conflict situation presented in Step 1. This is the first time that the conflict is formally referred to by the teacher. It may be necessary to refresh children's memory by recalling the conflict briefly. At this time, the data that has been set up in Step 3 is used in an attempt to formulate appropriate solution(s) relating to the conflict. If it is not possible to make solutions, it may be necessary for the teacher to go back to Step 1 and repeat the process through Step 3, hoping to crystallize the thinking taking place.

Refer to conflict in this step.

All possible solutions necessary to solve the problem are listed: (The children give possible solutions.) Examples:

–Mrs. Banks could ask the Model Cities Program for help. They could use federal money to give her a fair price for her house (as they did in Atlanta).
–Mrs. Banks could join a neighborhood group and go to the city asking for more money. The courts could help the group.
–The leaders and citizens could plan together (as in New Haven, Connecticut).
–Mrs. Banks could move into a home for senior citizens (as Lakeview Towers in Baltimore City). The rent in these homes is charged according to income.
–Mrs. Banks could go to the Urban Renewal or Public Housing Division in her city and ask for help. They help people to get as much money as possible for their property. They also assist in finding another place to live (as people did in the Upton area of Baltimore City).
–Mrs. Banks could purchase one of the new houses that are built for low income families as in the Gay Street area of Baltimore City.
–Mrs. Banks could ask the city planners for help. The city of Philadelphia helped its people to get good, low-income housing after the city bought their old houses.

Step 5: EVALUATING SOLUTIONS

Comments

In Step 5 of the inquiry process, the children will be expected to evaluate the solution(s) formulated in light of some criteria established by either the teacher or children. Depending upon the criteria, only a selected number of solutions will be maintained, making certain that the solution(s) relates directly to the conflict situation presented in Step 1.

Criteria

We need a solution that will help Mrs. Banks get another house comparable to the one she has; allow the city to use the land for a public school, thus improving the neighborhood.

Apply each criterion to all solutions to see which solutions are best.

Identify best solution or solutions. Examples:

- Mrs. Banks could go to the Urban Renewal or Public Housing Division in her city and ask for help. They help people to get as much money as possible for their property. They also assist in finding another place to live (as people did in the Upton area of Baltimore City).
- Mrs. Banks could purchase one of the new houses that are built for low-income familes as in the Gay Street area of Baltimore City.

NOTE: Compare hypotheses with solutions. The children will be able to compare their educated guesses with solution(s) based on research.

ROLE-PLAYING AND THE NEW SOCIAL STUDIES

What Is It?

Role-play is the enactment of a problematic social situation in which the players explore alternative solutions. It is an effective technique with all age levels for examining and modifying social values and attitudes.

Purposes

- To help examine values and attitudes in a nonthreatening manner.
- To help explore many alternatives in attempting to resolve a problem.
- To help evaluate alternatives in light of their consequences.
- To help generalize from their experiences.

Reminder

The technique of role-play

- Involves many pupils in the dramatizations.
- Involves all of the pupils in its three phases.
  - Some pupils role-play to present alternatives.
  - Some pupils observe and listen to discuss possible consequences.
  - All pupils may participate in generalizing.

Three Phases

Readiness

- Introducing the theme.
- Presenting story problem.
- Selecting the players.
- Preparing the audience.

Enactment/Discussion/Evaluation

- Enacting an alternative.
- Discussing consequences.
- Evaluating.
- Suggesting other alternatives.

Generalizing

- Drawing conclusions.
- Making generalizations.

Sample Role-Play Situation

Readiness Phase

Have you ever wanted to "get even" with someone? Why?

Pupils discuss their experiences, telling how they felt, what they did and why.

Listen to this story about Janet. How would you feel and what would you do it you were Janet?

Pupils listen to problem story read by the teacher.

Problem Story

Janet forgot to do her homework. As she was coming to school, she met Sam, a classmate. She asked Sam if he had done his homework. He had. Janet told Sam that she had forgotten to do her homework. She planned to do it as soon as she got to school, since she was early. When the homework was checked by the teacher, Janet got all her answers correct. Sam missed two. Sam told the teacher that Janet had not done the work at home. The teacher looked puzzled. Janet was angry. She looked at Sam and said . . .

How would you feel if you were Janet? What would you say? What would you do? Why?

Pupils discuss. Teacher listens and selects role-players who seem, by their comments, to identify with the characters. (Role-players are given a few minutes to decide only the sequence of action. Their speaking parts are not preplanned.)

As we watch Susie and Jimmy role-play, let's think about: how they are solving the problem and how the story might end.

Pupils watch first enactment.

Enactment/Discussion/Evaluation Phase

In real life, do you think that people act as Susie and Jimmy did? Why? Why not?

Pupils assess the role-play for reality through their discussion.

How might this story continue if Susie and Jimmy had acted this way? Why?

Pupils explore the consequences of this alternative through their discussion.

Are there other ways that Janet could have responded to this situation? If so, what are they? Why do you think so?

Pupils consider other alternatives. Teacher selects new role-players.

As we watch Sharon and Billy role-play another alternative, let's think about: how they are solving the problem and how the story might end.

Pupils watch reenactment. (This pattern of questioning, responding, and reenactment continues until the pupils have exhausted possible alternatives.)

Generalizing Phase

Why do you suppose people want to "get even"? How do you feel about this? How would you try to handle a problem like this? Why?

If pupils are beginning to draw conclusions and to generalize, it will be apparent in their discussion of these or similar questions. If they are not generalizing, do not lead or force. Rather, plan to provide many additional role-play experiences centered around the same or similar issues or problems.

KINDERGARTEN

RATIONALE	TEACHING OBJECTIVES	EMPHASES	DISCIPLINES
The child at a very early age is aware that he is a member of a group that is of special significance to him—the family group. He should be led to realize, however, that his family is just one of many families that reside in his city and in cities everywhere. It is important that the child perceives that the family groups are the life-lines of the city; in fact, the life-lines of society. As this unit is studied, the child will not only discover the importance of the family as a group, but also that families, like their individual members, have unique characteristics. Through investigation of real and simulated experiences, making use of the globe and other media, the pupil will identify families who live in various cities on earth. This unit is designed to help the young child develop beginning concepts of cultural and environmental similarities and differences and to realize the need for understanding and valuing these differences. The pupil should know that all families have the same basic need. He should understand that families satisfy needs in different ways depending upon geographic locations, available resources, and personal values and traditions. The pupil also discovers that all individuals and families have wants and that choices must be made as to which wants should be satisfied. Interaction among family members and among families of the city must also be stressed if family living is to be a satisfying experience for all.	It is important that the teacher provide experiences that will enable the five year old to understand that: –In our society a family is a group of people living together and sharing responsibility for its members' well-being. –Families, like individuals, are unique: there is diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background. –The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do. –Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs. –All family members have wants and they must make choices as to which wants they will satisfy. –Families and the city are dependent on one another for survival.	Family structure and roles Needs and wants Making choices Rules and laws Interdependence Use of environment	Sociology Economics Geography Anthropology Political Science History

FOCUS: FAMILIES AND THE CITY – NEEDS AND WANTS

BEHAVIORAL GOALS

The pupil will be able

To identify members of his conjugal, extended, or communal family.

To use puppets to describe at least one way that families change.

To demonstrate responsibility as a member of any given group by respecting others' rights and by recognizing others' strengths and weaknesses.

To draw a picture chart showing at least three basic needs of families everywhere in the world.

To role-play situations that show how family members cooperate with one another.

To role-play how family members show that they care for one another.

To show at least three ways families have fun together with emphasis on free recreational activities.

To demonstrate by using a play store and money the difference between needs and wants, making choices, and the buying and selling process.

To identify at least one holiday and one special event that families observe.

To draw one picture showing how families help the city and one picture showing how the city helps families.

To identify the city and country in which he lives.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
The child at a very early age is aware that he is a member of a group that is of special significance to him–the family group. He should be led to realize, however, that his family is just one of many families that reside in his city and in cities everywhere. It is important that the child perceives that the family groups are the life-lines of the city; in fact, the life-lines of society. As this unit is studied, the child will not only discover the importance of the family as a group, but also that families, like their individual members, have unique characteristics. Through investigation of real and simulated experiences, making use of the globe and other media, the pupil will identify families who live in various cities on our earth. This unit is designed to help the young child develop beginning concepts of cultural and environmental similarities and differences and to realize the need for understanding and valuing these differences. The pupil should know that all families have the same basic need. He should understand that families satisfy needs in different ways depending upon geographic locations, available resources, and personal values and traditions. The pupil also discovers that all individuals and families have wants and that choices must be made as to which wants should be satisfied. Interaction among family members and among families of the city must also be stressed if family living is to be a satisfying experience for all. It is important that the teacher provide experiences that will enable the five year old to understand that: –In our society a family is a group of people living together and sharing responsibility for its members' well-being –Families, like individuals, are unique: there is	All Social Science terms in this unit are for teachers only. A family group is a group of people living together sharing common Purposes Interests Problems Different kinship roles of family members Boys may be son, brother, grandson, cousin, uncle, nephew Girls may be daughter, sister, granddaughter, aunt, cousin, niece Adult female may be wife, mother, grandmother, sister, aunt, sister-in-law, cousin Adult male may be husband, father, uncle, brother, cousin, grandfather, brother-in-law	A family is the basic group in the life of a city. Group Family Children Adults Members Male Female Members of a family can have several kinship roles which may change from time to time. Role Change Female Male Adult Relative Kin

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is a group?	Develop idea of group using groups of children, of objects; and study prints of groups of animals, of people.	*Pupils* Anderson. *Families and Their Needs.* Brandwein. *The Social Sciences–Concepts and Values.* Fielder. *Inquiring About People.* Hanna. *Family Studies.* Merriam. *Boys and Girls–Girls and Boys.* Pitt. *Let's Find Out About the Family.* Shindelus. *People in Families.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Friedman. *Concepts and Values,* Beginning Level Prints. Jarolimek. *The World of Children,* Media System, Part A. Sadlier. *Who Am I?* Classroom Kit.
What is a family group?	Display study prints and doll families of multi-ethnic families engaging in a variety of activities. Develop idea of families living together, sharing common purposes, and sharing interests and problems.	
What people are in your family group?	Bring in photographs of and/or draw your family picture. Share with classmates. (Begin making individual *My Family Booklet.*)	
What do we mean when we say relative or kin?	Use personal experiences and/or study prints to develop concept of relatives.	
Can you think of some ways in which the same person can be a different relative to different people?	Divide class into four groups. Appoint a leader. Each group will draw pictures illustrating "A Boy Can Be" "A Man Can Be" "A Girl Can Be" "A Woman Can Be" Have leaders call on each group member to explain his picture. Have class discussion. Read or make up a very short story in which a child is involved in several kinship roles; e.g., interaction between a boy, his mother, his grandmother, his cousin, his cousin's mother. Have children discover the various kinship roles of the boy.	

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background –The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do –Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs –All family members have wants and they must make choices as to which wants they will satisfy –Families and the city are dependent on one another for survival	The family group varies in kind, structure, and size Conjugal or nuclear family members Are related to one another May include parents, or parents and child (children) Extended or distant family members Are related to one another May include grandparents, aunts, uncles, cousins Communal family members May include unrelated adults and children Families change in structure and size when Other children are born into the family Relatives come to live with family People not related come to live with family Foster children Other adults Children grow up, marry, and remain with the family Children grow up, and one or more marry and move away from family unit Relatives move away from family unit Unrelated persons living with family move away	Man organizes many kinds of family groups to meet his needs. Parents Grandparents Relatives Related Unrelated Needs

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Are all family groups alike?	Compare your photographs, pictures drawn and pictures in books, study prints, filmstrips. Decide whether or not all families are alike. Develop the idea that families vary in size, structure. Make a picture chart of findings. Use actual pupil experiences, doll families, puppets, stories, study prints to develop the concepts of Related family members, e.g., aunt, uncle, cousin, son, daughter, granddaughter, grandson. Unrelated family members, e.g., foster children, adopted children, wives of sons, husbands of daughters, others.	*Pupils* Anderson. *Familes and Their Needs.* Brandwein. *The Social Sciences–Concepts and Values.* Hanna. *Family Studies.* Shindelus. *People in Families.* Smith. *Families Around the World.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Friedman. *Concepts and Values,* Beginning Level Prints.
How do family groups change?	Have pupils cut from newspapers and magazines pictures of people of all ages and both sexes. Have ready heavy cardboard mounted on bulletin board and a supply of push pins. Review various family structures already learned. Have teams of children start with small basic group of their choice, pin to bulletin board, and label; e.g., father, mother, child; grandmother, mother, child; mother, sister, brother.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
The child at a very early age is aware that he is a member of a group that is of special significance to him – the family group. He should be led to realize, however, that his family is just one of many families that reside in his city and in cities everywhere. It is important that the child perceives that the family groups are the life-lines of the city; in fact, the life-lines of society. As this unit is studied, the child will not only discover the importance of the family as a group, but also that families, like their individual members, have unique characteristics. Through investigation of real and simulated experiences, making use of the globe and other media, the pupil will identify families who live in various cities on our earth. This unit is designed to help the young child develop beginning concepts of cultural and environmental similarities and differences and to realize the need for understanding and valuing these differences. The pupil should know that all families have the same basic need. He should understand that families satisfy needs in different ways depending upon geographic locations, available resources, and personal values and traditions. The pupil also discovers that all individuals and families have wants and that choices must be made as to which wants should be satisfied. Interaction among family members and among families of the city must also be stressed if family living is to be a satisfying experience for all. It is important that the teacher provide experiences that will enable the five year old to understand that: –In our society a family is a group of people living together and sharing responsibility for its members' well-being –Families, like individuals, are unique: there is	Responsibilities of members of a family Parents to children and other family members Parents to each other Children to parents and other family members Children to one another Other relatives to one another	Living together in a family includes responsibilities as well as rights. Responsibilities Rights

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do family groups grow larger?	Have children add relatives to their family group. Be sure that they understand relationship of new members.	*Pupils* Brandwein. *The Social Sciences–Concepts and Values.* Hanna. *Family Studies.* Shindelus. *People in Families.* Zolotow. *You and Me.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Friedman. *Concepts and Values,* Study Prints.
How do family groups grow smaller?	Using same bulletin board display, have children take family members away from their group. Be sure they give logical reasons for changes. Try to involve all the relatives about whom they have learned.	
What changes in your family have you liked or would you like?	Have pupils discuss their attitudes toward family changes.	
Do you or would you like to have old people live with you?	Discuss feelings about living with the elderly. Use study prints and/or role-playing.	
Do you have a baby in your family? Would you like to have a baby in your family?	Have pupils dictate a very short story about how they feel when a baby is added to the family. Use puppets to dramatize these feelings.	
What do we mean by responsibilities?	Use filmstrips and/or study prints to develop meaning of responsibilities. Show understanding of meaning of responsibilities through pantomimes.	

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background –The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do –Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs –All family members have wants and they must make choices as to which wants they will satisfy –Families and the city are dependent on one another for survival	Nonrelated family members to one another Family members to neighbors	Group living requires cooperation within and between groups. Cooperation Group living Roles Responsibilities Parents Neighbors Each family has a responsibility to other families. Cooperation Behavior

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Do family members have responsibilities?		*Pupils* Brandwein. *The Social Sciences–Concepts and Values.* Hanna. *Family Studies.* Zolotow. *William's Doll.* *Audio-Visual* Churchhill Filmstrips. *Tattling, Lying, Promises.* Field Educational Publications. *Schools, Families, and Neighborhoods.* Sadlier. *Who Am I?* Class Media Kit.
What responsibilities to each other do members of a family have?	Role-play and discuss the responsibilities of each member of a family, e.g., Parents to children Children to parents and other relatives and/or family members	
	Draw individual pictures about pupils' responsibilities to their families. Share with class.	
What are rights? Do family members have rights?	Discuss and role-play rights of family members.	
How can family members help to make their home life easier and more enjoyable?	Make a class booklet showing how each child works with his family members.	
	Role-play a family who is constantly annoyed by the family next door, e.g., loud noises, trash in street, sitting and playing on their front steps.	
	Discuss experiences that identify the acceptable and unacceptable behavior.	
	Role-play two families living near each other where the children are playing and sharing together.	
	Discuss and compare.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What responsibilities does a family have to other families?	Role-play ways family members help other families. Discuss.	*Pupils* Anderson. *Familes and Their Needs.* Brandwein. *The Social Sciences—Concepts and Values.* Fielder. *Inquiring About People.* Hanna. *Family Studies.* Shindelus. *People in Families.*
Where do families live?	Observe study prints of multi-ethnic families. Review different ethnic and/or racial groups. Introduce or review the globe as a picture of the earth. Help pupils locate on globe where these families live.	*Audio-Visual* Friedman. *Concepts and Values,* Beginning Level Prints. Shindelus. *Anuk's Family of Bali,* Study Activity Posters.
Where do families in our country live?	Observe study prints and read stories of family life in cities, suburbs, farms. Observe differences between what is a city, a suburb, and a farm. Discover similarities and/or differences in family life.	
Do families living in different places have different needs for food, clothing and shelter?	Compare homes, food, and clothing of families around the world with families in Baltimore. Compose riddles: e.g., What families need much heavier clothes than we do?	

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background – The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do – Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs – All family members have wants and they must make choices as to which wants they will satisfy – Families and the city are dependent on one another for survival	Meeting basic needs of families in cities everywhere Basic needs of families Food Clothing Shelter Love Concern for others Recreation	Most families everywhere have the same basic needs. Needs Food Clothing Shelter
	Use of environment in meeting basic needs Plants Animals Water Soil	People have always made use of their environment in meeting their needs. Environment Plants Animals Birds Trees Fish Water Soil Earth

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are needs? What are the important needs of families everywhere?	Display a number of prints or books showing needs and wants. Include pictures showing foods, shelter, clothing, love and affection, obeying rules. Have pupils select and discuss things families cannot do without. Make picture charts to be included in individual family booklets, "All Families Need."	*Pupils* Anderson. *Families and Their Needs.* Brandwein. *The Social Sciences–Concepts and Values.* Educational Research Council of America. *Children in Other Lands.* Educational Research Council of America. *Our Country.* Fielder. *Inquiring About People.* Hanna. *Family Studies.* King. *Families and Social Needs.* Shindelus. *People in Families.*
Why are these needs important?	Use filmstrips, stories, study prints to develop why food, clothing, shelter, love and affection are important to families. Use the classroom to develop what is an environment. Take a walk in the school neighborhood to observe the environment. Use pictures, study prints, filmstrips, globe, books to further develop the concept of environment. Draw pictures which illustrate what we find in our environment.	*Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Friedman. *Concepts and Values,* Beginning Level Prints. Shindelus. *Anuk's Family of Bali.*
How do people make use of the environment to meet needs?	Observe study prints, filmstrips, books to develop concepts of how people depend upon plants and animals for food, clothing, and shelter, today and long ago. Make picture charts on "Animals Help Families Meet Their Needs" "Plants Help Families Meet Their Needs"	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Where do city families get their food and clothes?	View filmstrips, observe study prints, read books, take trips to the following places making certain that children can identify foodstuffs. Supermarket City market Wholesale produce market Fish market Dairy Shopping center Discuss findings. Begin a mural of "Where Families Get Their Food and Clothes."	*Pupils* Anderson. *Families and Their Needs.* Brandwein. *The Social Sciences–Concepts and Values.* Educational Research Council of America. *Children in Other Lands.* Fielder. *Inquiring About People.* King. *People and Their Social Needs.* King. *People at Home.* Smith. *Families Around the World.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Friedman. *Concepts and Values,* Beginning Level Study Prints. Shindelus. *Anuk's Family of Bali.*
What are some likenesses and differences in clothing worn and food eaten by families in cities in different environments around the world?	Interview teachers and parents who have traveled or lived in different cities of the world. Have speakers discuss slides, pictures, articles of clothing, and food from the country or countries visited. Use map or globe to identify countries. Make a picture chart showing types of clothing worn and food eaten in various environments.	
How many different kinds of homes do city families live in?	Observe study prints, filmstrips about city homes in different parts of the world. Find magazine pictures of city homes. Arrange a bulletin board display.	
What are some likenesses and differences in shelter of families who live in cities around the world?	Discuss likenesses and differences and why different kinds of homes are needed.	

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background –The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do –Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs –All family members have wants and they must make choices as to which wants they will satisfy –Families and the city are dependent on one another for survival		
	Dependence of families upon other people and places in our country and the world	Families depend on many kinds of individuals and groups to meet their basic needs. Depend

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
From what parts of our country and the world do we get our food, clothing, and shelter?	Display foods, or pictures of foods, such as a banana, a pineapple, an orange, some tea, a can of cocoa, nuts, etc. Use pictures, study prints, filmstrips, books, simple map, and globe to develop the idea that people from many lands are involved in helping families get their food. Have a sampling party of different kinds of food from other parts of the world. Have children bring in samples of materials for clothing. Mount each sample on chart and label it. Use study prints and globe to develop from where these materials might have come. Have pupils bring in samples of building materials, look at picture books, view filmstrips to discover materials city homes are built out of. Use study prints and globe to develop possible origin of some of these materials.	*Pupils* Anderson. *Families and Their Needs.* Brandwein. *The Social Sciences—Concepts and Values.* Fielder. *Inquiring About People.* Hanna. *Family Studies.* Shackelton. *Families Are Important.* Shindelus. *People in Families.* *Audio-Visual* Friedman. *Concepts and Values,* Beginning Level Study Prints. Shindelus. *Anuk's Family of Bali.*
How do other people and places help families meet their needs?	Take a bus or a walking trip to the industrial section of our city. Observe factories, freight cars, freight trucks. Use books, filmstrips, study prints to trace the steps in the making of a shoe, dress, a loaf of bread, etc. Discuss the importance of people. Make a picture chart showing the process.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do families in cities get most of the things they need?	Discuss last trip to a store or observe study prints of an interior of a store and construct a play store.	*Pupils* Anderson. *Families and Their Needs.* Hanna. *Family Studies.* King. *People at Home.* Science Research Associates. *Our Working World–Families at Work.* Shindelus. *People in Families.* *Audio-Visual* Friedman. *Concepts and Values,* Beginning Level Study Prints. Field Educational Publications. *Schools, Families, and Neighborhoods.*
What must we have in order to buy anything from a store?	Develop the following concepts: What is money Why is money necessary What are these denominations penny, nickel, dime, quarter, fifty cent piece, one dollar Help pupils see relation of pennies to nickels, of nickels and pennies to dimes, etc.	
How do some family members get money for the things the family needs?	Read stories, view filmstrips about family workers who earn money. Have pupils discuss workers in their families who may earn money. Have pupils discuss how they earn money at times. Role-play various workers. Using the play store and play money, role-play the buying and selling process. Sell and buy only the things that will meet the family's basic needs.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background –The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do –Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs –All family members have wants and they must make choices as to which wants they will satisfy –Families and the city are dependent on one another for survival	Other needs of families Love Why love is important Who shows love in the family Adults for adults Adults for children Children for adults Children for children	Family members show their love for each other in many ways. Love Affection Feelings Caring Sharing

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What else do families need besides food, homes, and clothes?	Read poems or stories, sing songs, or show study prints that tell about love between family members; e.g., love of mother for a child. Have pupils discuss another need besides food, clothing, and shelter.	*Pupils* Brandwein. *The Social Sciences–Concepts and Values.* Fielder. *Inquiring About People.* Hanna. *Family Studies.* Shindelus. *People in Families.* Smith. *Families Around the World.*
How can you tell when members of a family love one another?	Use puppets and study prints to develop the concepts of sharing and caring. Compose a two line verse about love using as end words *caring* and *sharing.* Find pictures in magazines of families caring and sharing. Make a bulleti board display. Draw pictures showing how your family shares and cares for one another. Add pictures to "My Family Booklet."	*Audio-Visual* Harper & Row. *Discussion Pictures.* Science Research Associates. *Focus on Self: Development Stage One–Awareness,* Sound Filmstrips. Science Research Associates. *Study Prints.*
How do you show your family that you love them?	Role-play a situation like the following: A child tells his mother that he loves her; then he becomes angry when she asks him to empty the trash can. Discuss actions. Did the child really love his mother? How do you know?	

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Role-play ways of showing love for the family. With words Without words	*Pupils* Anderson. *Families and Their Needs.* Brandwein. *The Social Sciences–Concepts and Values.* Field. *Inquiring About People.* Hanna. *Family Studies.* King. *People at Home.* Shackelton. *Familes Are Important.* Shindelus. *People in Families.* Smith. *Families Around the World.*
What are rules? Do we need rules? Why or why not?	Observe study prints and discuss pupils' experiences in classroom situations to develop concepts of what are rules and whether or not they are important.	*Audio-Visual* Harper & Row. *Discussion Pictures.* Science Research Associates. *Study Prints.*
Do families need rules? What would happen if families had no rules?	Role-play a breakfast scene in a family that does not have rules. Evaluate.	
Is it important to obey family rules? Why? Why not? What would happen if rules were not followed?	Role-play the same scene in a family that does have rules. Compare the two scenes. Draw conclusions.	
Who should make rules for a family? How does my family feel when I follow rules? When I don't follow rules?	Show dolls representing various family members. Let pupils discuss their choice or choices for the family rule makers. Give reasons for choices.	
Can children help make rules for the family? What choices can they have in making rules?	Use puppet families and dialogue to dramatize how children can help make family rules. Discuss and evaluate each dramatization.	

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diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background –The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do –Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs –All family members have wants and they must make choices as to which wants they will satisfy –Families and the city are dependent on one another for survival	Recreation Reasons why families need recreation As a family group As individual members Kinds of recreation enjoyed As a family group With an adult With other children When alone Creative recreation. Recreation without Use of money Use of equipment	Recreation is a social need. Recreation Fun Families in cities everywhere have fun in many ways. Enjoy

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is recreation?	Observe variety of study prints and filmstrips; read stories, poems to develop meaning of recreation.	*Pupils* Anderson. *Families and Their Needs.* Brandwein. *The Social Sciences–Concepts and Values.* King. *People at Home.* Shackelton. *Families Are Important.* Shindelus. *People in Families.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Friedman. *Concepts and Values,* Beginning Level Study Prints. Harper & Row. *Discussion Pictures.*
Do I need recreation? Why or why not?	Role-play what happens when you work all day. Discuss.	
Do other members of my family need recreation? Why or why not?	Discuss why family members need recreation.	
How do city families have fun? Do I have fun? How?	Role-play different ways families have fun. Draw or cut out pictures to make charts to go into individual family booklets. Classify, using the following suggested list: Fun with the Family Fun with Adults Fun with Other Children Fun by Myself	
Do families in cities in other places have fun? How?	Read stories, look at pictures to discuss how families in cities around the world have fun. Discuss likenesses and differences. Add ideas to class mural. Learn games played by children in other countries. Discuss similarities and differences in rules, use of equipment, etc. Develop idea of equipment by playing several games using balls, bean bags, etc.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Do I always need money to have fun? Equipment?	Draw individual pictures on ways family or child can have fun without money or equipment. Discuss. Make class booklet. Learn games or other activities that do not require money or equipment.	*Pupils* Brandwein. *Your Working World–Families at Work.* King. *People at Home.* Shackleton. *Families Are Important.* Shindelus. *People in Families.* *Audio-Visual* Harper & Row. *Discussion Pictures.* Sadlier. *Who Am I?* Multi Media Kit. Science Research Associates. *Focus on Self-Development, Stage One: Awareness,* Sound Filmstrips. Science Research Associates. *Study Prints.*
Where can city families go for recreation?	Take walking trips and/or bus trips to discover places the family can go for recreation; e.g., YMCA and/or YWCA Playgrounds Squares and parks Public libraries Schools Recreation centers	
What is a holiday?	Observe filmstrips, listen to poems to develop concept of holidays.	
What is a special day?	Develop idea of special day using birthdays of children. Discuss other special days.	
How do families celebrate special days and events?	Read books and listen to stories, records, and view study prints to discover how families everywhere celebrate special days and events. Discuss likenesses and differences. Locate places on globe. Have pupils learn traditional songs and dances in relation to celebration of special days and events here and in other lands.	

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diversity in age, size, structure, membership roles, life-styles, race, ethnic and/or religious background –The earth is the home of many families and where they live influences to some extent the way they live and the kind of work they do –Families everywhere have the same basic needs and some family members work to earn money to satisfy these needs –All family members have wants and they must make choices as to which wants they will satisfy –Families and the city are dependent on one another for survival	Making choices to satisfy wants Family choices Individual members Children Adults Group (family as a group)	Individual choices are important to one's self and to the family. Choice Choose Wants are either individual or group. Price Cost Buy
	Factors that help determine one's choices Availability of resources Costs	

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Interview parent, teacher, or child from another country. Visit a fair or festival.	*Pupils* Hanna. *Family Studies.* Science Research Associates. *Our Working World–Families at Work.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Harper & Row. *Discussion Pictures.*
What are needs?	Observe study prints to review basic needs. Draw pictures of what you need.	
What are wants?	Draw pictures of what you want. Arrange a bulletin board display.	
What is the difference between needs and wants?	Discuss differences between needs and wants. Use same drawings to develop concept of choices.	
What should a family think of first, wants or needs?	Divide class into two groups. Cut out pictures from magazines of things families need and things they do not need but would like to have. Arrange on charts. Share and compare choices with other pupils.	
What helps us to know what to choose when we have money to spend?	Imagine you have fifty cents to spend. You need thirty-five cents for lunch and fifteen cents for two pencils. You want a game or a toy. What would be your choice? Discuss.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Do city families need one another? Why or why not?	Take a walk in the school neighborhood. Observe whether or not city families help one another, e.g., Condition of streets and alleys Planting flowers Imagine that someone in your family is ill and you are alone with this person. Discuss what you would do. Imagine that you came home and there was no one there to let you in. What would you do? Role-play these and similar situations. View filmstrips and observe study prints of children and adults of different ethnic and/or racial groups helping or playing with one another. Discuss observations.	*Pupils* Anderson. *Families and Their Needs.* Brandwein. *The Social Sciences–Concepts and Values.* Shackelton. *Families Are Important.* Shindelus. *People in Families.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.*
How do families help the city?	Read stories, show study prints about family workers who supply goods and services to the city. Add to mural pictures of how family workers help the city.	

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FOCUS: FAMILIES AND THE CITY–NEEDS AND WANTS

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Who are the people who help us when our houses are on fire? Where do we go for help if someone robs us? Where do we go to learn to read and write? Do the people get paid for the work they have done for us? Who pays them? How do we help to pay these people for the work they have done?	Develop the concept that families have to give some of the money earned to help the city furnish services for the city. View filmstrip such as *Learning How Taxes Pay for Services*: Audio Education, Inc. Discuss how the information gained leads to the understanding that taxes pay for services provided. Arrange for a Family Day in your class. Play games, have a food sampling party, review multi-ethnic dances, sing songs, share individual booklets and class mural.	*Pupils* Anderson. *Families and Their Needs.* Science Research Associates. *Your Working World–Families at Work.* *Audio-Visual* Audio Education, Inc. *Learning How Taxes Pay for Services.* Field Educational Publications. *Schools, Families, and Neighborhoods.*

GLOSSARY

ADULT – a man or a woman who is fully grown up.
CHANGE – to become different.
CHOICE – the right to choose.
CITY – many families in many neighborhoods living together.
COMMUNAL FAMILY – family members may include unrelated adults and children.
CONJUGAL FAMILY – family members related to one another and may include parent or parents and child or children.
CUSTOM – the ways the people of a place are used to doing things.
DISTANT FAMILY – family members related to one another and may include grandparents, aunts, uncles, cousins.
EARN – to receive money in return for services.
ENVIRONMENT – something that surrounds.
EXTENDED FAMILY – family members related to one another and may include grandparents, aunts, uncles, cousins.
FAMILY – a group of people living together sharing common purposes, interests and problems.
GLOBE – a model of the earth.
GOODS – things that people need or want.
INCOME – money that people receive in exchange for work.
INDIVIDUAL – one person.
LOVE – a deep and tender feeling of affection.
MONEY – coins or paper notes put out by a government for use in buying and selling.
NEIGHBOR – a person who lives near another.
NEEDS – that which is necessary.
PEOPLE – a group of individuals.
RELATIVE – a person connected with another by blood or marriage.
ROLE – a part or a function assumed by someone.
SERVICES – work that is useful to people.
TAX – money that is paid by people for services provided by the government.
WANTS – things you desire or wish for.

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An overview of the entire field of child development. Provides the reader with the ability to recognize individuality and to work with the principles of child development necessary to understand and facilitate the child's total development.

Gibson, John S. *The Intergroup Relations Curriculum*. Medford, Mass.: Tufts University, 1969.

Grossman, Ruth H., and Michaelis, John U. *Schools, Families, and Neighborhoods*. San Francisco: Field Educational Publications, 1969.
A comprehensive guide for the teacher. Part of a multi-media disciplinary social studies program, utilizing an inquiry process for learning.

Freeman, Howard E. *Social Problems: Causes and Controls*. Chicago: Rand McNally & Co., 1970.
A careful assessment of the social problems in America. There are documentations that substantiate the prevalence of these problems. Possible causes and solutions to the problems are presented.

Weinberg, S. Kirson. *Social Problems in Modern Urban Society*. Englewood Cliffs, N.J.: Prentice-Hall, 1970.
Concerned with the recurrent and the explanatory features of social problems as well as with their current manifestations. Provides the reader with a coherent view of the causal and corrective features of social problems in urban society.

Pupil References

Textbooks

Anderson, Edna A. *Families and Their Needs*. Morristown, N.J.: Silver Burdett Co., 1972.
One text in a series of the Contemporary Social Science Curriculum. The author takes a look at the basic needs of families of different cultures.

Colorful illustrations and meaningful activities help to enhance the content for the young pupil.

Brandwein, Paul F. *The Social Sciences–Concepts and Values*. New York: Harcourt, Brace and World, 1970.
Provides opportunities for pupils to look at themselves by investigating, analyzing, and comparing their way of life with the life styles of children of other cultures.

Feeney, Georgiana. *Inquiring About People*. New York: Holt, Rinehart & Winston, 1972.
One book in the Holt Databank System. Pupils may study many facets of the life-styles of people–how they look, where they live, how they communicate, and where and how they work.

Hanna, Paul R. *Investigating Man's World–Family Studies*. Glenview, Ill.: Scott, Foresman and Co., n.d.
The first book of Scott, Foresman's "Investigating Man's World" program. Through pictures, charts, and enrichment activities, the young child becomes involved in an investigation of the family.

Jarolimek, John. *You and Me*. New York: Macmillan Co., 1971.
A simple but illustrative and comprehensive treatment of people and families. The pupils may interpret pictures to understand the meaning of families and how each family is different in terms of racial and cultural background.

King, Frederick M. *People at Home*. River Forest, Ill.: Laidlaw Brothers, 1968.
Gives pupils an opportunity to study families in our country and in West Africa. They also discover the importance of family living and the roles of each family member in assuming certain responsibilities. Text uses multidisciplinary approach.

———. *Families and Social Needs*. River Forest, Ill.: Laidlaw Brothers, 1968.
A study of families throughout the world, families in our country long ago and today, houses and schools of different families, and families at work to make a living. Key social science understandings are categorized by various disciplines for the teacher's use.

Rapparlie, Evalyn. *Man and His Families*. River Forest, Ill.: Benefic Press, 1971.
One text in the "Man in a World of Change" program. Inquiry and pupil involvement are an integral part of the teaching strategy of this program. The text deals with all facets of family life throughout the world.

Shackelton, Peggy. *Families Are Important*. Boston: Ginn and Co., 1972.
Presents families from different sections of the country to help pupils discover ways in which people adjust to their environment. Colorful photographs and illustrations help pupils understand how activities and life-styles of people depend upon the environment.

Shindelus, Mary J. *People in Families*. Reading, Mass.: Addison-Wesley Publishing Co., 1971.
Part of "The Taba Program in Social Science." Primarily a readiness text. The beginning of the book allows the pupil to interpret pictures of family living in Kenya and New York. The remainder of the book provides pictures and simple reading material about other families in France, Minnesota, Canada, Massachusetts, Mexico, and California.

Smith, Marion H. *Families Around the World*. Grand Rapids: Fideler Co., 1970.
Involves the young pupil in discovery experiences that help him explore family life in depth. The pupil looks at the earth from space and then at the continents on the earth. He explores concepts that are essential for successful family life everywhere.

Fiction

Buckley, Helen E. *Grandfather and I*. New York: Lothrop, Lee & Shepherd Co., Inc., 1964.
How a little boy relates to his grandfather who takes time to explain things thoroughly. A contrast of the life-styles of those who rush through life and those who move slowly exploring nature and its surroundings.

———. *Grandmother and I*. New York: Lothrop, Lee & Shepherd Co., Inc., 1961.
What grandmothers do that makes little ones love them.

———. *Josie and the Snow*. New York: Lothrop, Lee & Shepherd Co., Inc., 1964.
Depicts through poetry the activities a child and her family engage in during the winter season and how a family has fun together.

———. *The Wonderful Little Boy*. New York: Lothrop, Lee & Shepherd Co., Inc., 1970.
A child with many interests. His grandmother, who accepts him just as he is, has the ability to soothe him when in need and develop his interests quite skillfully.

Colman, Hila. *Peter's Brownstone House*. Clifton, N.J.: William Morrow & Co., 1963.
How a child reacts to living in an old house rather than a new apartment building in a large city area. The child reaches the decision of remaining in the old house because of the interest it holds.

Hill, Elizabeth Starr. *Evan's Corner*. New York: Holt, Rinehart & Winston, 1967.
About a boy who wanted a place of his own. The canary at the pet shop had one, the newstand man had one, everyone in his family of eight had one. He found a place finally. This book also provides a good look at neighborhood scenes and the people who live in the community.

Keats, Ezra Jack. *A Letter to Amy*. New York: Harper & Row Publishers, 1968.
The determination a child has in preparing a written invitation to someone special for his birthday. Feelings toward boy/girl relationships are displayed.

———. *Goggles*. New York: Harper & Row Publishers, 1969.
Peter plays in his neighborhood with his friend Archie and his dog Willie. He finds some old goggles which some larger boys try to take away from him. Peter, Archie, and Willie get back home safely by going through old pipes on a vacant lot.

———. *Whistle for Willie*. New York: Harper & Row Publishers, 1964.
The delight a child experiences because of a simple accomplishment. Determination in fulfilling a task is depicted.

Pitt, Valerie. *Let's Find Out About Streets.* New York: Franklin Watts, 1969.
What streets are for, the different kinds of streets, what happens along streets, and what goes on underneath streets.

Schick, Eleanor. *City in Summer.* New York: Macmillan Co., 1969.
A picture story about life in a tenement area of a big city. The pictures show black and white adults and children in the neighborhood at work and at play. There are also pictures showing people at a nearby beach.

———. *City in the Winter.* New York: Macmillan Co., 1970.
The activities a child is engaged in because he is forced to stay inside because of a blizzard. It shows much cooperation between a child and his grandmother.

Scott, Ann Herbert. *Sam.* New York: McGraw-Hill Book Co., 1967.
How a little boy is scolded each time he tries to get involved with a family member. His family, when they finally realize how they have upset him, comes to his rescue.

Sonneborn, Ruth A. *I Love Gram.* New York: Viking Press, 1971.
A young child faced with the problem of accepting the fact that her grandmother must go to the hospital. She experiences deep emotional strain because the two of them have never before been separated.

Stanek, Muriel. *How People Live in the Big City.* Chicago: Benefic Press, 1964.
Different places within the city. A variety of jobs, schools, and recreational activities are presented.

Zolotow, Charlotte. *A Father like That.* New York: Harper & Row Publishers, 1971.
The way in which a child imagines his father and he would get along together, were they under the same roof.

———. *Big Sister and Little Sister.* New York: Harper & Row Publishers, 1966.
Ways in which an older sister cares for a younger one and how both are helpful toward each other.

AUDIO-VISUAL MATERIALS

Sound Films

Catalog Number or Publisher*	*Title*
Sd–760.3	Mexican–American, the Heritage and Destiny
Sd–1181.1	Good Citizens
Sd–1216.1	Homes Around the World
Sd–1242.1	Zoo Babies: Observing Things Around Us
Sd–1266.1	Your Sleep and Rest
Sd–1329.1	Beginning Responsibility
Sd–1331.2	Shelter
Sd–1351.2	Getting Angry
Sd–1406.1	Foods Around the World
Sd–1420.1	Someday
Sd–1427.1	People Are Different and Alike
Sd–1428.1	What Kind of Feet Does a Bear Have?
Sd–1429.1	Whistle for Willie
Sd–1432.1	My Dog Is Lost
Sd–1458.1	Henri's Walk to Paris
Sd–1470.1	Child's Garden of Verses
Sd–1498.1	Rich Cat–Poor Cat
Sd–1516.1	Safe Living at School
Sd–1528.1	Why People Have Special Jobs: The Man Who Made Spinning Tops
Sd–1529.1	Why We Have Laws
Sd–1531.1	Why We Use Money: The Fisherman Who Needed a Knife
Sd–1540.1	Values: Playing Fair
Sd–1576.1	Birds in the City: A First Film
Sd–1646.1	Blue Dashiki, The: Jeffrey and His Neighbors
Sd–1661.2	Evans Corner
Sd–1742.2	Geronimo Jones
Sd–1743.2	Felipa–North of the Border
Sd–1744.2	Miguel–Up from Puerto Rico
Sd–1748.2	Johnny from Fort Apache
Sd–1751.2	Jan: Boy of the Netherlands

*Numbers in this column are catalog numbers of materials available at Media and Technology.

Sound Filmstrips

Catalog Number or Publisher*	*Title*
Fr–155	Our American Heritage of Patriotic Songs
Fr–269	Robert and His Family
Fr–291	Children Around the World
Fr–318	Getting to Know Me
Fr–319	Personal Cleanliness

Filmstrips

Catalog Number or Publisher*	*Title*
Field Educational Publications	Schools, Families, and Neighborhoods
Audio Education	Learning How Taxes Pay for Services

Pictures

Catalog Number or Publisher*	*Title*
Ps–162	A Family at Work and Play
Addison, Wesley	Anuk's Family of Bali
Harper and Row	Concepts and Values. Beginning Level Prints – Discussion Pictures for Beginning Social Studies
Ps–25	Home and Community Life
Fideler	Man and Communities: Families
Field Educational Publications	Schools, Families, and Neighborhoods
S.R.A.	Study Prints
Sadlier	Who Am I?
Media System P.T.A.	World of Children, The

*Numbers in this column are catalog numbers of materials available at Media and Technology.

GRADE ONE

RATIONALE	TEACHING OBJECTIVES	EMPHASES	DISCIPLINES
Goods and services are necessary for the growth and development of all communities. The kinds of services provided in a community depend upon the people who live there. Some services are provided by individual people and families, while other services must be provided by people and families working together to achieve larger goals–i.e., education, transportation, sanitation, protection. In this unit, the young child becomes aware of the services and the changes being made in the services which may cause him to adapt and adjust. He should also understand some of the reasons for these changes and realize how the people on his street pay for and are responsible for maintaining necessary services. The development of the child's self-concept becomes increasingly important as he better understands and relates to the people on his immediate street. As a result of this understanding, the child should realize his value to the total development of his community.	It is important that the teacher provide opportunities for each child to: –Become aware of the services available to him and the people who live on his street –Understand whether the goods and services on his street satisfy the needs and wants of the people –Understand the role of people as consumers or producers, or as both –Understand the interdependence between consumers and producers –Realize that people on his street can provide services to one another –Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services	Interdependence of people Goods and services Consumers and producers Individual and group responsibilities Value of money Use of taxes	Sociology Economics Geography Political Science

BEHAVIORAL GOALS

The pupil will

- Identify the name of his street and his house number.
- Name the city, state, and country in which he lives.
- Identify some of the people on his street and the houses in which they live.
- Tell at least two ways in which the people on his street help one another.
- Identify, from pictures, people as consumers and people as producers.
- Role-play how consumers and producers depend upon one another.
- Draw at least two pictures showing ways in which he is a consumer and two pictures showing how he is a producer.
- Identify from pictures some of the services available on his street.
- Explain, by using the class mural, how tax money from the people provides services for the people.
- Role-play situations that show shared responsibilities between people who provide services and those who receive services, such as a crossing guard and children, a trash collector and people on the street.
- Make a scrapbook showing how he provides services in the home, in school, and on his street.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Who are the people living in your block? How many families are living in your block? How many people live alone in your block? What are the addresses of these people?	Find out or try to remember some of the people who live in your block and the houses in which they live. Draw pictures of the homes and the people who live there. Show the house numbers. Make a booklet with your pictures. Share your booklet with the class. Make a number and a picture chart for your block showing the number of families living in your block. Read your pictures to compare the number of adults with the number of children. Share your chart with the class. Make a class booklet including all charts. Sample: *Mary's Block* 5 = 5 families 3 = 3 individuals living alone *Interpretation for Teacher* Use pictures to develop concept of an individual (one person).	*Audio-Visual* Spatafora. *Interaction of Man and Man*, Study Prints.
How many people are in your family? How do the people on your street get along with one another? How do you get along with the adults in your block? How do you get along with the children in your block?	Draw your own family picture, your house and number. View study prints and/or filmstrips to develop the concepts of the following: Respecting rights of others Consideration Sharing Cooperation	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services		People who provide services for one another may be interdependent. Interdependent
	Services provided by people People as producers People as consumers Interdependence between producers and consumers	People can be classified as producers or consumers. Producers Consumers

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Select study prints that show negative and positive interaction between children and adults; children and children. Relate the ideas developed to your actions and to the actions of people in your block. Role-play the above behavior patterns.	*Pupils* Science Research Associates. *Families at Work.* McAulay. *My Family and My Community.* McDonald. *One Plus One—Learning About Communities.* *Audio-Visual* Field Educational Publications. *Schools, Families, Neighborhoods,* Study Prints.
How do people on your street help one another? What are people doing when they are helping one another? What are some ways people can provide services? How do you feel when you provide services for people?	Listen to stories and poems and view study prints to review concept of people helping one another by providing services. Make a picture chart to show kinds of services provided by people. Role-play the following situations providing services: Adults helping adults Adults helping children Children helping children Children helping adults Child helping other children and adults	
How can most people be called consumers and producers?	Use pictures and study prints of the following to develop concept of consumers and producers: People buying food People riding in automobiles and buses People working in different jobs	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What kinds of services are provided by the people on your street?	Find out and chart the different services provided by people living on your street. Stress job specialization.	*Pupils* Davis. *Observing People and Places.* Grossman. *Working, Playing, Learning.* Science Research Associates. *Families at Work.*
How do people receive services by spending money?	Role-play some of these services. Have parents and other people on your street visit the classroom and discuss or demonstrate the services they perform.	*Audio-Visual* Field Educational Publications. *Schools, Families, Neighborhoods,* Study Prints.
How do people earn money for providing services?		
How do people as consumers provide services?	Have pupils tell how their families get what they need; e.g., food, clothing.	
How do you provide services as a consumer?	Discuss the services they are providing when they buy certain merchandise from producers.	
How do people as producers on your street provide services?	Make visits to nearby businesses to note services rendered and their importance to the people on your street; e.g., stores, service stations, malls, restaurants, bakeries.	
How do consumers and producers depend upon one another?	Review study prints about buyers and sellers. Interpret pictures to predict what might happen to the buyer without the seller.	
	Predict what might happen to the seller without the buyer.	

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services	Services provided for the people on my street Provided by city government Costs Availability	Many kinds of services are available to the people on your street. City

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are some services on your street that are not provided by individuals?	Take a walk to observe and note services being provided daily.	*Pupils* Davis. *Observing People and Places.* Greene. *What Do They Do? Policemen and Firemen.* Grossman. *Working, Playing, and Learning.*
Why can't one person be responsible for these services?	Discuss the people who offer services to your street.	
Who is responsible for these services?	Classify and chart these services on large story paper.	
	Pupils may learn poems and songs and listen to stories about these people.	
	View study prints to review kinds of services.	
Who pays the workers for these services?	Use the following suggested procedure to develop concept of how different services are paid for. Develop the concept of government by role-playing situations; e.g., choosing leaders to represent the class in obtaining permission to go on a trip. Have members of the class select groups of children to represent a governing body to decide whether or not the trip should be taken. Help pupils develop criteria for selecting leaders for governing bodies. Guide governing body in making decision as to reasons for accepting or rejecting. Evaluate process.	
Of what importance are people on your street to services provided?		
Why do people choose leaders to help make decisions about services needed?		
How do people choose leaders to represent them?		
What might happen if all people were allowed to make decisions about the services they needed?		
	Role-play again using similar situations. Evaluate.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Relate above role-playing situations to responsibilities of City Council, State Legislature, and Congress. Further develop concept of city, state, and federal governments. Use pictures of City Hall, Statehouse, and Capitol.	*Pupils* Noble and Noble. *Everyday Economics.*
What are taxes? How do taxes paid by the people provide services? What is the responsibility of the City Council for providing services to the people?	Develop the concept of use of taxes for payment of services. Role-play situations showing how governing bodies provide services for the people. Discuss and evaluate. Make a mural to show what happens to the tax money to develop the concept of the money cycle. Example: Use saleslips to note addition of tax money before final total.	

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services	Protective services Police department Policemen as patrolmen Policemen as guards for buildings Policemen as directors of traffic Policemen as crossing guards Crossing guards for school children	Protective services are available to the citizens of the city. City Policemen must enforce laws fairly to protect the rights of all people. Law enforcement Crossing guards insure the safety of children during school hours.
	Fire department Firefighting services Public relations services Fire prevention programs	The fire department provides a variety of services in the area it serves.

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What services do you have on your street that protect you? How does the police department protect you and the people on your street?	Visit the nearest police station and fire station to interview a policeman and a fireman to see how they use their services to help the people. Stress positive attitude toward protection agencies. Discuss the services rendered by each and make a chart showing them. Take trips throughout the street and neighborhood to see the policemen, firemen, and crossing guards at work. Children will have an opportunity to spot places where other services are needed.	*Pupils* Davis. *Observing People and Places.* Grossman. *Working, Playing, Learning.* *Audio-Visual* Field Educational Publications. *Schools, Families, Neighborhoods,* Study Prints. Harper & Row. *Discussion Pictures.*
How do crossing guards protect you? How do they act toward you? How should you act toward them?	Observe crossing guards to see how they protect people. Role-play a variety of situations showing interaction between: Crossing guard and policeman Crossing guard and children Policemen and children Evaluate action after each situation.	
How are the jobs of the crossing guard and the policeman alike? How are the jobs of the crossing guard and the policeman different?	View filmstrips and study prints for differences and similarities in job responsibilities of the crossing guard and the policeman. Role-play job responsibilities of each.	
What are some services of the fire department?	Interpret pictures and discuss how the work of the fireman varies: At the fire station When the alarm sounds	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is your responsibility toward helping the firemen who provide services on your street?	Have pupils tell how they can help the fire department; e.g., Putting trash in the proper containers Reporting false alarms Reporting a fire	*Pupils* Davis. *Observing People and Services.* "Let's Read Together," Poems. *Audio-Visual* Harper & Row. *Discussion Pictures. Man and His Environment,* Study Prints.
How could you locate the fire department and police department in an emergency? What is a false alarm?	Take a walk through your neighborhood to locate the fire alarm box nearest to your home. Find out the procedure for reporting a fire.	
What do you think about people who turn in false alarms to the fire department? What are some things that could happen because of false alarms?	Have pupils role-play a fire scene. One person will break the alarm. Other pupils representing the firemen will come to the alarm box. Pupils will follow the procedure for reporting a fire. Have pupils evaluate and discuss the dangers of a false alarm.	
Would you like to become a fireman? Why or why not?	Discuss whether you think the job of a fireman is dangerous and whether you would want to become a fireman.	
	Teacher may duplicate names, locations, and telephone numbers of each city service as it is studied. Distribute to pupils to include in a booklet to be used as a home reference. This is an ongoing activity for the duration of the unit.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services	Sanitation services Street cleaning by Street-sweeping machines Trash and garbage collection Scavenger service Street cleaning by people Placing trash in closed cans Using litter baskets on sidewalks	People who work for the city help to keep streets clean and neighborhoods sanitary. Sanitation services Scavenger services Street cleaning Litter Containers People can help city sanitation workers by placing trash and garbage in litter baskets and in tightly closed containers.
	Health services Private General practitioners Pharmacists Technicians Dentists Nurses Specialists Public Hospitals Clinics and special health services Public health nurse Individual responsibilities for proper health care	Health services are provided by the city and by private agencies to protect the people against sickness and disease. Public Private People should receive regular checkups from the doctor and the dentist to insure good health.

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How is your street kept clean? How many days in a week are street cleaning services available?	Observe and then make a picture chart showing ways of trash collecting: trash and garbage, scavenger service.	*Pupils* Michaelis. *Schools, Families, and Neighborhoods.*
How can you help to keep your street clean?	Discuss the responsibility of the children to the trash collector.	*Audio-Visual* Harper & Row. *Discussion Pictures.*
What are some things you can do to show others how to keep your street clean?	Have pupils act as monitors on the street. Use puppets to share personal feelings about the cleanliness of the street. Participate in clean community campaign.	
Who are the people who keep us well?	Relate a recent visit to the doctors or dentist to show how these people help to keep us well.	
What responsibilities do these people who provide health services have to the people on your street?	Discuss the responsibilities of the doctors and the dentists for these services. View study prints and read information about services offered in hospitals and clinics. Invite a public health nurse to your class to discuss services available to you and your family in health clinics. Have pupils visit the health suite at school to interview the personnel. Pupils may learn songs and poems about these helpers.	
What responsibilities do you have to the people providing health services?	Discuss your responsibilities toward people who provide health services, e.g., following orders.	
Why should we go to the dentist regularly?	Tell your reasons for visiting the dentist regularly.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do regular checkups from the doctor help us?	Discuss and chart how we can protect our health by having regular checkups from the doctors.	*Pupils* Davis. *Seeing Near and Far.* King. *People at Home.* Senesh. *Our Working World: Families at Work.* *Audio-Visual* *Stores in the City.* Rand McNally. *Study Prints.*
What hospitals are close to your street?	Locate the hospital that is nearest to your street.	
How could you get there in an emergency?	Find out the kind of transportation you would use to get to the nearest hospital.	
What services are available for providing goods for the people on your street?	View and discuss filmstrips and study prints. Make a chart showing the different stores that supply goods on your street.	
What would you say about the kinds of goods sold in different stores?	Have pupil find and cut out pictures of different types of stores on or near his street. Arrange the pictures to make a picture chart.	
How are drug stores helpful to people on your street?	List some goods and services of the drug store that are helpful to you.	
Of what importance are department stores to people?	List some goods that can be found in department stores.	
What are some advantages of having milk and bread delivered to your door?	Discuss the advantage of having milk and bread delivered to your door.	
What are the different stores that sell food on your street?	Make a picture chart of the different kinds of food stores on your street.	
How are stores that sell food alike or different?	Tell about the different kinds of food that can be bought in the different stores.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services	Transportation of people Automobiles for personal services Automobiles for taxi service Buses Airplanes Boats Motorcycles Trains	People use the most convenient means of traveling from one point to another. Public transportation Private transportation

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
In which stores would the people on your street rather buy food? Why?	Find out from the people in your family in which stores they would rather buy food and why. Share your findings.	*Pupils* Beim. *Andy and the School Bus.* Flack. *Boats on the River.* Grossman. *Working, Playing, Learning.*
How would shopping for food in a grocery store on your street be different from shopping in a supermarket?	Discuss differences in buying food in a grocery store and a supermarket.	*Audio-Visual* *Travel Is Fun.* Field Educational Publications. *Schools, Families, Neighborhoods,* Study Prints.
What are some ways the people on your street travel?	Use models, filmstrips, and study prints to observe the different modes of transportation on your street and on a busy street.	
How do most people get to work? How many people on your street have automobiles?	Share ideas about ways in which people travel; e.g., to church, to work, shopping, pleasure rides, visiting relatives and friends.	
What are some other ways that people may travel?	View filmstrip showing other means of travel.	
How did people travel long ago? What are some ways people will travel in the future?	Plan to visit: Baltimore Street Car Museum (open only on Sunday) 1901 Falls Road Transportation Museum Poppleton Street U.S.F. Constellation Pier 1, Pratt St.	

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Make a mural or a scrapbook showing ways people travel.	*Pupils* Jarolimek. *One Plus One.*
What vehicles are used to bring goods and services to your street?	Interview people who render services by driving vehicles.	*Audio-Visual* Study Kits Science Research Associates. *Cities at Work.*
Are there any people on your street who deliver goods to other places? If so, what kinds of transportation do they use?	Role-play to show the duties and responsibilities of drivers of vehicles.	Field Educational Publications. *Towns and Cities.*
	Tell how different articles are brought to their house. Furniture Mail Newspaper Food	
	Find out if anyone near you delivers goods to other places. Find out how he travels and why it is necessary for him to transport these goods.	
	View and discuss big study prints to see the services provided.	
	Have pupils draw big pictures showing services provided by drivers of vehicles.	
What is your responsibility to drivers of vehicles?	Make a big chart listing safety rules to observe.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services	Recreational facilities Public recreation Playgrounds on paved lots Recreation centers within the school Parks with athletic grounds and swimming pools Parks with sheltered wildlife Squares used as playgrounds Individual responsibility for caring for recreational facilities	Recreation is a basic human need that should be shared by everyone. Individual and group activities Parks and playground equipment belong to everyone and it should, therefore, be the responsibility of everyone to keep them clean and in good condition. Individual responsibility

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What fun activities are there for the people on your street?	Discuss nearby recreational facilities. Walk through the neighborhood to observe a variety of play areas. Pupils may chart this. Pupils will discover whether or not these can be built on or near their street. Become a "Junior Play Leader" for the young children in your block.	*Pupils* Davis. *Seeing Near and Far.* Grossman. *Working, Playing, Learning.* Mann. *When Carlos Closed the Street.* *Audio-Visual* Harper & Row. *Discussion Pictures.* Field Educational Publications. *Neighborhoods Around the World,* Filmstrip.
What fun activities could you plan for children on your street?	Plan some afterschool play activities for your street. See how many activities you can plan using no equipment.	
What are the responsibilities of the people providing recreational services?	Chart the services provided by recreational leaders. Have pupils dictate original stories telling the different services. Draw some.	
What is your responsibility to the people providing these services?	Discuss safe, courteous play habits. Role-play correct play actions, e.g., sharing, fairness.	
What are other ways that the people on your street can have fun? Story hours Guessing games Tournaments Block parties Team games	Listen to stories of people having fun. Make booklets showing how people are having fun. Demonstrate ways of having fun together. Without equipment With equipment	

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Goods and services are necessary for the growth and development of all communities. The kinds of services provided in a community depend upon the people who live there. Some services are provided by individual people and families, while other services must be provided by people and families working together to achieve larger goals—i.e., education, transportation, sanitation, protection. In this unit, the young child becomes aware of the services and the changes being made in the services which may cause him to adapt and adjust. He should also understand some of the reasons for these changes and realize how the people on his street pay for and are responsible for maintaining necessary services. The development of the child's self-concept becomes increasingly important as he better understands and relates to the people on his immediate street. As a result of this understanding, the child should realize his value to the total development of his community. It is important that the teacher provide opportunities for each child to: –Become aware of the services available to him and the people who live on his street –Understand whether the goods and services on his street satisfy the needs and wants of the people –Understand the role of people as consumers or producers, or as both –Understand the interdependence between consumers and producers –Realize that people on his street can provide services to one another	Methods of communication Telephone services In the home For businesses For emergencies How to use the telephone Postal services Role of the mailman How to mail letters Stamps Zip codes	Modern means of communication and mass media make it possible to exchange ideas and information quickly and effectively. Communication Information The post office has effective methods for delivering large amounts of mail. Sorting Delivering Zip codes

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do the people on your street communicate with one another?	Listen to a story showing the need to communicate. Have pupils recall reasons for communication. Place them on a chart. Describe various ways of talking to adults, children, and teenagers. Include nonverbal communication.	*Pupils* *Here Comes the Mailman.* Tabachnick. *Inquiring About Communities.* *Audio-Visual* Rand McNally. *Study Prints.* Harper & Row. *Discussion Pictures.*
How important is it for people to talk and understand one another?		
What means of communication do people on your street use most?	Develop good telephone habits for answering or talking on the phone. Include habits of courteous listening. Role-play a friendly conversation. Discuss the various uses of the telephone. Emergencies — Arranging meeting Illness — Conversing	
How important is the service of the mailman?	Observe a mailman as he delivers and picks up the mail.	
What does the mailman do other than deliver mail?	Interview the mailman to find out his responsibilities.	
Would you like to be a mailman? Why or why not?	Pupils may discuss the importance of the mailman to the members of the family. Checks — Notices Advertisements — Cancellations Bills — Letters from family and friends Invitations — Greeting cards	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services	Various forms of mass media Listening to the radio Listening to and viewing television Reading newspapers, books and magazines Observing billboards Importance of mass media to the people Advertising Entertainment Information	Mass media provides a variety of ways to keep people abreast of the changing times. Information source Changing times

TEACHING LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
	Construct a classroom post office.
	Role-play activities, such as buying stamps and mailing a package.
	Pupils may locate the nearest post office and plot its location on big floor map.
	Set up post office in class. Have children assume different roles.
How important are the radio and TV to the people on your street?	Tell how your family uses the radio and TV. Favorite programs Favorite channels
What programs does your family listen to for news and information? What programs do you watch for fun and information? Why?	Have pupils listen to each and discuss the differences and similarities.
What services do the newspapers and magazines offer?	Examine a newspaper and a magazine to discuss the many messages they bring.
Which newspaper does your family read most? Why? Which magazines do you enjoy reading most? Why?	Bring clippings from each and arrange them on a bulletin board.
	Discuss how each helps the people on your street. Report on current happenings Advertising sales Giving advice Entertaining
What part of the newspaper do you like best?	Share with the class any part of the newspaper you like to read or have read to you.

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Goods and services are necessary for the growth and development of all communities. The kinds of services provided in a community depend upon the people who live there. Some services are provided by individual people and families, while other services must be provided by people and families working together to achieve larger goals–i.e., education, transportation, sanitation, protection. In this unit, the young child becomes aware of the services and the changes being made in the services which may cause him to adapt and adjust. He should also understand some of the reasons for these changes and realize how the people on his street pay for and are responsible for maintaining necessary services. The development of the child's self-concept becomes increasingly important as he better understands and relates to the people on his immediate street. As a result of this understanding, the child should realize his value to the total development of his community. It is important that the teacher provide opportunities for each child to: –Become aware of the services available to him and the people who live on his street –Understand whether the goods and services on his street satisfy the needs and wants of the people –Understand the role of people as consumers or producers, or as both –Understand the interdependence between consumers and producers –Realize that people on his street can provide services to one another	Educational services Centers for learning Schools Churches Recreation centers School activities Planned activities for wise use of time Classroom equipment Effect on pupils' learning Accessibility of schools Mode of transportation Routes to school Directions to the school	Educational activities vary in different locations because of school curricula arising from different cultural needs. Cultural needs Urban schools are usually built close to the homes of the pupils, making it convenient in terms of transportation. Accessibility

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What schools are located nearest the block where you live?	Locate the schools nearest to you. Use show boxes to plot schools on large floor map with streets of your neighborhood.	*Pupils* Davis. *Seeing Near and Far.* Grossman. *Working, Playing, Learning.* King. *People at Home.*
What kinds of schools are there?	Plan to visit a nearby secondary school and, if possible, a college. Discuss and evaluate the visits.	
What do you enjoy about the activities in your school?	Make up a story about your school and some of the activities you enjoy.	
How do you get to your school?	Show the streets and buildings you see. Share with class.	
In which direction do you come in order to get to your school? Name the four directions? How do you know which way is north, south, east, or west?	Take pupils outside on a sunny day, in the morning, noon, and afternoon. Develop the idea that the sun can help us find directions. At noon turn your back to the sun. Note that the shadow is pointing north. Have them understand that the sun rises in the east in the morning and sets in the west in the evening. Establish where the sun is at noon. Hold arms out. Note that the left arm points to the west, the right arm points to the east, and the back is to the south. Have several pupils stand and name the directions. Play a game by having pupils jump two steps to the north, one step to the east, etc. Have pupils make a large map showing directions in the classroom or give each wall a direction name.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Understand that there is a shared responsibility between those who give services and those who receive services –Realize that people on his street pay for services through taxes and are therefore entitled to the best possible services		
	Observing safety rules Obeying traffic lights	Pupils should observe safety rules and traffic signals when walking. Observe Safety rules Traffic lights

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Make a map showing the direction in which you travel to get to school. Show the streets and buildings you see. Share the map with the class.	*Pupils* Michaelis. *Schools, Families, Neighborhoods.* *Audio-Visual* Harper & Row. *Discussion Pictures.*
How can you find the directions on a large map? On a globe?	Display a wall map, globe, grids, etc. Have pupils understand that there are many different kinds of maps.	
	Guide pupils to understand the direction of north. Have pupils name and locate the remaining directions.	
What are some safety suggestions for walking to school?	Chart some safety rules you observe when walking to school.	
Of what use are services to the people on your street?	Invite another class to share activity "People and Services on Parade."	
What is your responsibility toward people who provide services? What is the responsibility of the people who provide services to you?	Role-play the following and other situations. Interdependence of people and services on your street People who earn money for services Volunteer workers People as consumers People as producers What taxes do Who pays for services How people pay for services	
	Have pupils from another class guess what the role-playing activity represents.	
	Display murals made and scrapbooks developed during the unit.	

GLOSSARY

BEHAVIOR – the way someone or something acts.
CITY COUNCIL – a group of people elected or appointed to serve as a governing body for the city.
COMMUNICATION – a way of sending messages; e.g., talking to someone directly, or by telephones, telegrams.
CONSUMER – a person who buys or receives goods and services.
COOPERATION – to work together, to share responsibilities.
CULTURE – ways in which people live.
EMERGENCY – a situation that needs immediate attention.
GOODS – a utility that satisfies needs of people; e.g., food, shelter.
INDIVIDUAL – a single person.
INTERACTION – the act of being together; e.g., playing together, working together.
PRODUCER – a person who supplies goods and services to the people.
RECREATION – a form of relaxing or doing the things you enjoy.
RESPONSIBILITY – a duty or a job given to someone.
SANITATION – the process of making clean and free from disease.
SCAVENGER SERVICE – the service provided to remove dirt, garbage, or dead animals from the streets.
SERVICES – the facilities and the materials that are useful to people.
STATE LEGISLATURE – a groups of persons who make the laws for the state.
SUPERMARKET – a self-service store that sells foods and household articles.
TAXES – the money charge placed upon people to pay for public services.
TELEGRAM – a written message sent by wire.
VEHICLE – a means of carrying something; e.g., automobiles, trucks.
VOLUNTEER WORKER – person who offers services of his own free will.

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Gives an appreciation of the social environment of national security by alerting the reader to America's urban problems. It concentrates on the social ills that afflict the people of our cities rather than on the physical urban defects of decay and blight and pollution, partially because of the limitations of space but also because social ills require the most urgent cures.

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A multi-disciplinary approach to the family's role in the community, the school's role in the community, families in contrasting cultures, rules people follow in different communities, and our nation's responsibility to its people. Colorful illustrations, a picture index, and simple exercises for evaluation are included in the text.

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The marvelous resources for man's use and enjoyment in the land, air, and waters on earth.

Orr, John. *The Wonderful World of Food.* Garden City, N.Y.: Doubleday & Co., 1958.
A full treatment of the history of food through the ages. Excellent illustrations.

Rawland, Florence. *Let's Go to a Hospital.* New York: G. P. Putnam's Sons, 1968.
All the things that happen when you enter a big city hospital. A glossary increases value of this book.

Sain, Wilma. *Story of American Transportation.* Grand Rapids, Mich.: Fideler Co., 1964.
The use of large, clear pictures to supplement oversize print aids in the development of ideas about transportation.

Scheib, Ida. *The First Book of Food.* New York: Franklin Watts, 1956.
Where food comes from, what it does. The author gives detailed information on milk, bread, cheese, eggs, and meat.

Shay, Arthur. *What Happens When You Mail a Letter.* Chicago: Reilly & Lee Co., 1967.
A simple behind the scenes look at a daily operation.

Slobodkin, Louis. *Read About the Policeman.* New York: Franklin Watts, 1966.
Step-by-step development of the police services.

———. *Read About the Postman.* New York: Franklin Watts, 1966.
The first clay postcards through the Pony Express up to the present.

Smith, Mary. *Aboard a Bus.* Chicago: Melmont Publishers, 1955.
What happens on a cross-country bus. The Smith family visits the station loading platform and spends a night on the bus.

Sooting, Laura. *Let's Go to a Police Station.* New York: G. P. Putnam's Sons, 1957.
Four o'clock in a local police station. Up-to-date information. Easy to read.

Talmadge, Marian. *Let's Go to a Truck Terminal.* New York: G. P. Putnam's Sons, 1964.
How manufacturer's use truck terminals to speed delivery of necessary goods to consumers.

Urell, Catherine. *Big City Workers.* Chicago: Follett Publishing Co., 1954.
The different kinds of workers and their importance.

Voight, Virginia. *I Know a Librarian.* New York: G. P. Putnam's Sons, 1966.
At the library, Andy learns about books, authors, and how tax money is used to support libraries.

Weiner, Sandra. *Small Hands, Big Hands.* New York: Pantheon Books, 1970.
Seven profiles of Chicano migrant workers and their families.

Williams, Barbara. *I Know a Policeman.* New York: G. P. Putnam's Sons, 1966.
Officer Glenn visits a classroom and tells all about policemen and what they do.

AUDIO-VISUAL MATERIALS

Sound Films

Catalog Number or Publisher*	*Title*
Sd–1067.2	Everyone Helps in a Community
Sd–1152.1	Buses That Serve the Community
Sd–1176.1	Postman–Rain or Shine
Sd–1197.2	Bakery Beat
Sd–1200.1	Policeman Walt Learns His Job
Sd–1202.1	Let's Visit a Shopping Center
Sd–1246.1	Service Station, The
Sd–1254.1	Health–You and Your Helpers
Sd–1257.1	Community Helpers–The Sanitation Department
Sd–1268.1	Helpers Who Come to Our House
Sd–1306.2	Transportation: Footpath to Air Line
Sd–1368.1	Transportation By Freight Trains
Sd–1369.1	Community Services
Sd–1370.1	Veterinarian Serves the Community
Sd–1420.1	Someday
Sd–1424.1	Harbor Pilot
Sd–1425.1	Harbor, The
Sd–1430.1	Noisy Nancy Norris
Sd–1432.1	My Dog Is Lost
Sd–1470.1	Child's Garden of Verses
Sd–1474.2	Policemen, The
Sd–1488.1	Nature in the City
Sd–1490.1	We Make Choices
Sd–1491.1	We Want Goods and Services
Sd–1498.1	Rich Cat–Poor Cat
Sd–1507.1	Displaying Our Flag
Sd–1527.1	Why We Have Taxes: The Town That Had No Policeman
Sd–1528.1	Why People Have Special Jobs
Sd–1531.1	Why We Use Money: The Fisherman Who Needed a Knife
Sd–1539.1	Values: Cooperation

*Numbers in this column are catalog numbers of materials available at Media and Technology.

Catalog Number or Publisher*	*Title*
Sd–1540.1	Values: Playing Fair
Sd–1557.1	Junkyard
Sd–1576.1	Birds in the City: A First Film
Sd–1646.2	Blue Dashiki, The
Sd–1661.2	Evan's Corner
Sd–1745.2	Siu Mei Wong: Who Shall I Be?
Sd–1746.2	William: From Georgia to Harlem
Sd–1777.2	Slice of Bread, A

Sound Filmstrips

Catalog Number or Publisher*	*Title*
Fr–288	Our World of Sights and Sounds
Fr–269	Robert and His Family
Fr–291	Children Around the World Series

Filmstrips

Catalog Number or Publisher*	*Title*
Encyclopedia Britannica Films	A City Is Many Things
	City Is People at Work
	City Is People at Leisure
	City Is Services
	City Is Transportation
	City Is Buildings
Encyclopedia Britannica Films	The City Community
	Working in the City
Churchill Films	Father Work
	My Dad Is a Carpenter
	My Dad Works in a Supermarket
	My Dad Works in a Service Station
	My Dad Works in a Shoe Store
	My Dad Is a Moving Man
	My Dad Works in a Factory
Learn About Filmstrip Library	Hook and Ladder, Fire Department Story
Churchill Films	Mothers Work Too
	My Mother Is a Waitress
	My Mother Is a Dental Assistant
	My Mother Works in an Office
	My Mother Works in a Drug Store
	My Mother Works in a Bank
	My Mother Works at Home
Encyclopedia Britannica Films	The Neighborhood Community
	In and Out of the Neighborhood
	Neighborhood Workers
Encyclopedia Britannica Films	Our Public Utilities
	Telephones for the Community
	Water for the Community
	Gas for the Community
	Electricity for the Community
	Waste Disposal for the Community
	Public Transportation for the Community
McGraw-Hill Book Co.	School Helpers Series
	The Custodian
	The Cafeteria Workers

Pictures

Catalog Number or Publisher*	*Title*
Ps–137	Helpers Who Come to the House
Ps–140	School Helpers
Ps–155	Supermarket Helpers
Ps–163	School Friends and Helpers
Ps–164	Neighborhood Friends and Helpers
Ps–167	Moving Goods for People in the City
Ps–210	Black ABC's
Franklin Watts	City Workers
Instructor Publications	City Objects
Harper & Row Publishers	Discussion Pictures

*Numbers in this column are catalog numbers of materials available at Media and Technology.

GRADE TWO

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE TWO

RATIONALE	TEACHING OBJECTIVES	EMPHASES	DISCIPLINES
The neighborhood environment helps to shape the growth and development of each child. The physical environment, which might influence the cultural environment, should cause much concern for people living in urban neighborhoods. Social and economic developments have created changes in the neighborhood environment. The child should first understand the composition of his neighborhood and proceed to learn about his neighbors. He should then realize that changes in different neighborhoods might vary throughout the city and understand some of the reasons for these environmental changes. The child should also be aware of some of the ecological problems that might exist in various neighborhoods, with particular emphasis on his immediate neighborhood. Therefore, the purpose of this unit is to help the child to understand thoroughly the general characteristics of his neighborhood with particular emphasis on the ecological influences. He should also understand how he and the members of his family and community have a responsibility toward making necessary changes.	The teacher must guide the children to: –Understand the composition of his neighborhood –Become aware of the role of neighbors in the development of the community –Identify some changes in the environmental conditions of his neighborhood –Understand how people make changes in the environment to meet their needs –Understand how life-styles in the neighborhood are affected by ecological changes –Understand their responsibility and the responsibility of others toward controlling ecological hazards	Neighborhoods People and environment Interdependence of living and nonliving things Ecology of the neighborhood Conservation	Ecology Sociology Geography

BEHAVIORAL GOALS

The pupil will

Define neighborhoods and give one example of interaction among the neighbors.

Make a simple map of his neighborhood.

Write his name, street address, and the city and state in which he lives.

Locate his neighborhood on a simple map of Baltimore.

Locate an urban, suburban, and rural neighborhood on a metropolitan model.

Tell at least one reason why his neighborhood is urban or suburban.

Define environment and name at least two elements each in his school environment, his home environment, and his neighborhood environment.

Identify at least two living things and two nonliving things in his neighborhood environment.

Draw, or collect from a magazine, pictures that show one type of pollution found in his neighborhood–e.g., air, water, solid waste–and explain how it affects the environment of his neighborhood.

Make at least one poster or make up at least one slogan to encourage his neighbors to help prevent pollution.

Be able to give at least two ways in which living things and nonliving things are interdependent.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is a neighborhood? Does a neighborhood include one street or more than one street? How is a neighborhood different from a city block?	Have pupils name the places that are within walking distance of their homes; e.g., Stores — Schools Churches — Homes of relatives Homes of friends	*Pupils* Michaelis. *Schools, Families, and Neighborhoods.* Senesh. *Our Working World–Neighbors at Work.* Zolotow. *You and Me.*
	Develop the concept of neighborhood by having pupils discover that the area within walking distance can be called a neighborhood. Take pictures and develop a walking map with the pictures or make a panorama.	*Audio-Visual* Field Educational Publications. *Neighborhoods,* Filmstrip. Laidlaw. *My Family and My Community,* Study Prints.
What is your neighborhood like? What things do you see as you walk to school each day?	Discuss the things you see as you walk to school. Begin with the location of your own house. (Your street address.)	
How are things in your neighborhood alike or different from the neighborhoods of your classmates?	Draw pictures of some things in your neighborhood. Compare your pictures with the pictures prepared by your classmates. Discuss some things that are alike and/or different.	
What would you call the people who live next door to you or who live in your neighborhood if you don't know their names?	Tell whether you think *neighbors* is a good name for people living in neighborhoods. If pupils do not know the word *neighbors*, write it on the board and pronounce it. Use study prints and examples of pupils in class who live near one another.	
Do you know many of your neighbors?	Have pupils participate in discussions about neighbors they know.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Are they relatives or friends? Can relatives be friends? Why or why not?	Discuss relatives that are neighbors and relatives that are friends; neighbors that are friends.	*Pupils* Michaelis. *Schools, Families, and Neighborhoods.*
Why do you think relatives might live close together in neighborhoods?	Role-play how neighbors can help one another in neighborhoods.	Senesh. *Our Working World–Neighbors at Work.*
Of what importance are neighbors?		*Audio-Visual*
How should neighbors treat one another?	Have the children work through this conflict situation: You notice that a new child in the neighborhood is not playing with anyone. What would you do?	Hubbard Metropolitan Base. Field Educational Publications. *Schools, Families, Neighborhoods,* Study Prints.
What would you say about neighbors who know how to treat one another?		
Are there people in your neighborhood who are known as good neighbors? Why do you think they are called good neighbors?	Identify the people in your neighborhood who are called good neighbors. Tell why you think they have that name.	
What kind of neighbor are you?	Dramatize situations that show whether or not you are a good neighbor. Select other classmates for characters. Evaluate.	
What is an urban neighborhood?	Develop concept of an urban neighborhood by showing pictures, study prints, or filmstrips of an urban neighborhood.	
What things do you see that would identify a neighborhood as being urban?	Read information to have pupils discover that urban neighborhoods consist of people, buildings, streets, land, and services.	
Do you live in an urban neighborhood? How do you know?	Have pupils compare the neighborhood in the film with their neighborhood.	
Where are urban neighborhoods located?	Use a map of Maryland to develop with pupils the idea of cities as being a part of the state.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
In what city is your neighborhood located?	Use a map of Baltimore to develop the idea that neighborhoods make up cities.	*Pupils* Michaelis. *Schools, Families, and Neighborhoods.*
Where in the city is your neighborhood located?	Use a map of Baltimore or Hubbard Model to have pupils discover the location and the name of their neighborhood.	Senesh. *Our Working World–Neighbors at Work.* *Audio-Visual*
Do all neighborhoods look the same? How do you know?	Observe study prints and filmstrips of rural and suburban neighborhoods. Discuss similarities and differences in rural, suburban, and urban neighborhoods.	Field Educational Publications. *Schools, Families, Neighborhoods,* Study Prints.
Why do you think there is a difference in the way various neighborhoods look? Of what importance is the location of different neighborhoods to the kinds of features?	Read books, have pupils observe study prints, and use Hubbard Metropolitan Base to further develop the idea of urban, suburban, and rural. Locate each area on the base. Develop the concept of suburban by having pupils discover that suburban areas are between rural and urban areas.	
	Take a bus trip through designated areas of the city and to nearby suburban and rural areas. Have pupils observe the difference in the features of various neighborhoods.	
	Classify pictures under headings: Urban, Suburban, and Rural.	
How could you identify different neighborhoods by the features?	Have pupils make up riddles about the various neighborhoods using the features to identify urban, suburban, and rural neighborhoods.	
What is ecology? What is human ecology? Of what importance are people to the appearance of different neighborhoods?	View study prints and read books to understand the interrelationships between man and his environment. Discuss how people relate to the ecology of the neighborhood.	

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is environment?	Develop the concept of environment by having pupils name the things that are around them in the classroom. Have pupils understand that this is the classroom environment.	*Pupils* Michaelis. *Schools, Families, and Neighborhoods.* Senesh. *Our Working World - Neighbors at Work.*
What things are all around you when you are in the classroom?		
How do attitudes and behavior of the people in your classroom determine the atmosphere?	Have pupils role-play a classroom situation with a teacher yelling at a group of noisy pupils.	*Audio-Visual* Field Educational Enterprises. *Schools, Families, Neighborhoods,* Study Prints.
How do you feel about the environment of your classroom? Give reasons for your answer.	Evaluate the classroom atmosphere.	
Would you say that all environments are the same? Why or why not?	Identify and describe different types of environment from study prints and pictures. Discuss.	
What things would be in your playground environment?	Take pupils to the playground or to a nearby play area. Have them describe the environment.	
How does your environment help you decide what you might want to do?	Discuss the usefulness of each type of environment. Make a chart of the things you could do in each type of environment.	
How would you describe the atmosphere of your home environment?	Draw pictures of some things in your home environment. Develop the concepts of needs and wants by showing a variety of pictures of things found in the home; e.g., TV set, radio, beds, food, windows, table, chairs.	
How do you get along with other family members?		
What things in home environment do you need?	Have pupils separate objects into personal needs and wants.	
What things do you want?		

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What kind of neighborhood environment do you have?	Have pupils describe the atmosphere of their neighborhood environment. Discuss how the behavior of the people affects the atmosphere.	*Pupils* Sullivan. *Science, Environment and Man.*
What kind of atmosphere is most noticeable in your neighborhood?		*Audio-Visual* Field Educational Publications. *Neighborhoods,* Filmstrip.
How is your neighborhood environment different from other urban neighborhoods?	Have pupils observe study prints of an urban street for comparison. Have them discuss the following:	
What are the similarities and differences between the features of your neighborhood and the features of other neighborhoods?	Features that identify the street as urban Features that are different from their neighborhood Importance of the neighborhood environment to the people who live there	
Could you say that all neighborhood environments are made up of living and nonliving things? Why or why not?	Make a chart divided into two columns. Write "Living Things" at the top of one column and "Nonliving Things" at the top of the other.	
What are living things? What are nonliving things? What can living things do that nonliving things cannot do?	Have a display of pictures showing animals, people, plants, buildings, streets, automobiles, airplanes, factories, etc.	
	Have pupils classify the pictures into the two groups and discuss some things that living things do that nonliving things cannot do.	
What are the living things in your neighborhood environment?	Have pupils categorize objects in the picture of their own neighborhood into living and nonliving things.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Of what importance are the people to your neighborhood environment?	Show two study prints of neighborhoods: one that is kept very clean and one that is not. Have pupils discuss why there is a difference in the appearance of each neighborhood.	*Pupils* Sullivan. *Science, Environment and Man.* *Audio-Visual* Instructor Publications. *Ecology*, Study Prints.
How do people add to or take away from the environment of neighborhoods?		
Are there many trees or much grass in your neighborhood? Why or why not?	Invite a representative from the Department of Education to discuss how people in your neighborhood can add to the environment. Discuss ways that trees, flowers, and lawns are useful to the neighborhood environment; e.g., shade, beautification.	
Why are small trees and other small plants useful to urban neighborhoods?		
Why do some people plant flowers and grass around their homes?	Begin a project to beautify your neighborhood. Save your milk cartons to use for flower pots. Invite a representative from the Garden Club to teach you to grow plants.	
How could you grow plants for your home environment if you didn't have a yard?		
Why are plants important to people?	Read to find out about plant life; i.e., The kind of air it produces The kind of air necessary in order for plants to live How plants keep their green coloring Why plants are necessary to people and animals How plants depend upon people to live	
What is it that plants produce that is necessary for people and animals to live?		
Why are people and animals important to plants?		

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is meant by interdependence? How are plants and people interdependent?	Develop the concept of interdependence by showing two pictures or drawing a diagram of a person and a plant. Prepare a chalktalk to show how people and plants are helpful to each other for the air they breathe. Show other instances of interdependence.	*Pupils* Anderson. *Communities and Their Needs.* McAulay. *My Community and Other Communities.* McCall. *Man and His Communities.* Senesh. *Our Working World–Neighborhoods at Work.* *Audio-Visual* Field Educational Publications. *Schools, Families, and Neighborhoods.* Holt, Rinehart. *Databank Series,* Kit.
What are some things in the environment that keep the air from being clean? What name is given to those things that make the air dirty?	Show pictures from Ecology Kit of things in the environment to develop the concept of pollution and pollutants; e.g., Exhaust fumes coming from cars Smoke from factories Jet streams from airplanes Trash burning Pesticides	
What are pollutants? How do pollutants make the air dirty? What are some things that you see in your neighborhood that cause air pollution? How can air pollution affect living things in the environment? Nonliving?	Have pupils understand why the smoke and fumes do not disappear. Set up a demonstration using a glass to symbolize the atmosphere. Place the glass face down on a table. Light a match, blow it out. Quickly place it under the glass to let a little of the smoke go into the glass. Have pupils observe that a little smoke has little effect on the air inside the glass. Light several matches and repeat the first step. Have pupils observe what is happening to the glass. Show two pictures from the Ecology Kit: a city with clean air and a city with dirty air.	
How can air pollution affect the health of people in your neighborhood and other neighborhoods?	Have pupils compare and discuss the problems of air pollution.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some other urban neighborhoods that are affected by air pollution?	Read and locate pictures of other urban neighbors that have problems of pollution. Locate these neighborhoods on a map or globe.	*Pupils* McAulay. *My Community and Other Communities.* McCall. *Man and His Community.* Samuels. *People in Neighborhoods.*
Where are these neighborhoods located?	Observe pictures and read books to understand how pollution affects both living and nonliving things in the environment.	*Audio-Visual* Instructor Publications. *Ecology*, Study Prints Laidlaw. *My Family and My Community*, Study Prints.
What can you and your neighbors do to prevent air pollution?	Have pupils develop a picture chart showing some rules to prevent air pollution.	
How does our water become polluted?	Show pictures of water that is polluted with trash, chemicals, and detergents.	
How might you and your neighborhood cause water pollution?	Have pupils bring in the empty boxes of detergents their mothers use at home. Have them decide whether a low suds or a high suds detergent is best to cut down on water pollution.	
	Plan a demonstration to show pupils how detergents are not soluble and will stay on top of the water, thereby polluting it.	
	Use a drop of oil in a glass of water to develop concept of insoluble detergents.	
How does polluted water affect your drinking water?	Take a trip to a water filtration plant or invite a representative to speak to the pupils about how we get our water and the problems that have been caused by pollution. Prepare for question and answer period.	
How would polluted puddles of water in the neighborhood affect animals?		
What can you and your neighbors do to help protect people and animals from polluted water?	Make posters and rules to encourage others to prevent water pollution. Analyze and discuss.	

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TEACHING-LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
What kinds of animals are found in your neighborhood? What are they used for?	Have pupils add to the pictures of their neighborhoods pictures of animals found in their neighborhoods. Tell whether the animals are pets. Have pupils write two words under the picture of the pet that would describe it.
Do many of the people in your school neighborhood have pets? How do you know? What are some things you might find in the yards of neighbors to show they have pets?	Plan a walking trip around the school neighborhood to observe different pets, objects, or facilities people might have in their yards that would show that they have pets.
What is a birdhouse? Would a birdhouse in an urban neighborhood be useful? Why or why not?	Show a film or have a resource person come in to help the pupils build a birdhouse as a class project. Read to find out about the behavior of birds; e.g., feeding, building nests, wild birds, pet birds.
Of what importance are birds to the ecology of the neighborhood?	Place the birdhouse in the school yard. Watch to see how the birds use the birdhouse. Read or view filmstrip to understand the interrelationship between birds, insects, and plants; e.g., Insects destroy plants Birds protect plants by eating insects Evaluate and discuss.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are the nonliving things in your neighborhood environment?	Refer to the picture chart of your neighborhood.	*Pupils* Feeney. *Inquiring About People.* McAulay. *My Community and Other Communities.* McCall. *Man and His Communities.* McDonald. *One Plus One.*
What are the different kinds of homes in your neighborhood?	Describe the houses in your neighborhood.	
Are the houses and buildings built close together in your neighborhood? What are some advantages to living close together? Disadvantages?	Review study prints of suburban and rural neighborhoods. Tell why you think the houses are built close together in urban neighborhoods.	*Audio-Visual* Field Educational Publications. *Schools, Families, Neighborhoods,* Study Prints. Laidlaw. *My Family and My Community,* Study Prints.
	Give some advantages and disadvantages of living close together.	
Are there crowded buildings in your neighborhood? Is your neighborhood becoming more crowded?	Have pupil find out the number of people living in his house and the houses of some of his neighbors. Have him place these numbers on the corresponding houses in his picture of his neighborhood.	
What are some ecological problems that could develop in a crowded neighborhood?	Have pupils decide whether the neighborhood is crowded.	
How would crowded houses cause different kinds of noise in urban neighborhoods?	Have pupils tell the kinds of noises heard in their neighborhoods.	
What are some noises you might have in urban neighborhoods?	Have pupils tell the kinds of noises they hear in urban neighborhoods.	
Would you expect different noises in urban neighborhoods than in suburban or rural neighborhoods? Why or why not?	Have some pupils select one of the noises heard in his particular neighborhood. Play a recording of country sounds. Have pupils try to identify the sounds. Compare the noises in both neighborhoods and give reasons for the difference in the kinds of noises.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Are all kinds of noises in your environment unpleasant?	Make two columns on the board: "Pleasant" and "Unpleasant."	*Pupils* Feeney. *Inquiring About Communities.* Sullivan. *Science, Environment and Man.*
How do unpleasant noises in your neighborhood environment make you feel?	Develop the concept of pleasant and unpleasant by demonstration; e.g., Playing a soft recording Banging loudly on the desk	*Audio-Visual* A Recording of Country Sounds.
What is the effect on the ear of sounds that are too loud?	Classify urban neighborhood noises into two groups on a chart: "Pleasant" and "Unpleasant."	
Do you hear more noise in the summer than in the winter? Why or why not?	Have pupils tell who is responsible for the noises in the neighborhood and why there would be more noises heard in the summer than in the winter.	
Are there more poeple on the streets in your neighborhood in the summer? Why or why not?	Have pupils view filmstrips, observe study prints, and collect pictures from magazines and newspapers to show what people can do on the streets in the summer that they cannot do in the winter. Discuss and analyze.	
Do you think it is safe for children to play in the streets in your neighborhood? Why or why not?	Have pupils make picture posters to show when it is safe and when it is not safe to play in the streets.	
What are some activities that children in urban neighborhoods enjoy in their block that children in other neighborhoods may not?	Observe pictures and study prints or recall how city blocks are sometimes blocked off in order for children to have block parties, carnivals, or to play in water from fire hydrants. Discuss these kinds of activities. Give your reasons.	

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TEACHING-LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
What are some things to remember after you have had a block party or a carnival in your neighborhood in order to keep your street clean? Why is it important to be sure the street is clean after such an activity?	Discuss and chart some rules to follow after having a street activity. Discuss the importance of the following rules; e.g., Sanitation Safety for people driving automobiles Safety for people walking on sidewalks
How do the streets look in your neighborhood? How should you keep the streets in your neighborhood free from trash?	Recall the appearance of the two urban neighborhoods, one attractive and one not so attractive. Have pupils make rules for people who live in the not-so-attractive neighborhood.
How should you put the trash out to be collected?	Show pupils a plastic garbage bag and a picture of a metal trash can with a top. Have pupils role-play how easy it is to tear a plastic bag and how more difficult it is to get into a metal container with a tight lid.
Why is it important to keep your trash cans in good condition? E.g., tight lids.	Discuss the advantages and/or disadvantages of trash containers.
How can trash and garbage in the streets and alleys affect your health? How does trash and garbage affect the neighborhood environment? What should you do when you see a dead animal lying in the street?	Read, observe films and filmstrips, and collect pictures to gather information on the following topics: "How Dirty Neighborhoods Affect Our Health"; e.g., Spread germs and diseases Breed rats "How Dirty Neighborhoods Affect Our Belongings"; e.g., Our homes Yards Pets Discuss and share findings with another class.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can you be sure that your neighborhood will receive good sanitation services?	Find out the phone numbers of the SPCA and the Sanitation Department. Keep it at home in a convenient place for later use.	*Pupils* McAulay. *My Community and Other Communities.* *Audio-Visual* Instructor Publications. *Ecology*, Study Prints. Laidlaw. *My Family and My Community*, Study Prints.
How are other neighborhoods working to solve the many pollution problems?	Write on the board or read to the pupils the various ways that industry is fighting pollution. Show pictures if possible.	
How are automobile manufacturers helping to fight pollution? Of what importance are battery operated automobiles in the fight against pollution? How is the oil industry helping to fight pollution?	Some people who make cars are making a new kind of car that runs on a battery instead of running on gas and oil. How would this new car fight pollution? Discuss whether or not you think this is a good idea.	
What are some ways in which the people who make soda bottles are helping to fight pollution? What are some advantages and disadvantages of throwaway bottles?	Some people who make soda bottles are not making throwaway bottles. They are making bottles that you must return to the store so that they can be used again. What do you think they would have to do in order for the bottles to be used again? How would this fight pollution?	
What is meant by recycling? What are some materials that can be made reusable?	There are some machines that can make trash into new materials that can be used again. How does this machine fight pollution?	
How would recycling help to fight the problem of pollution?	There are people specially trained to test air and water for pollution. If there is too much pollution, these people report to the factories to tell them that they must do something about it.	
How does our federal government aid in the protection of our water supply?	How do new methods of testing water fight pollution?	

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TEACHING LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
	Encourage input from all pupils. Plan a culminating activity from the above activities.
How can you help people in your neighborhood to prevent pollution?	Arrange an activity for the parents in the community. Use Songs Stories Poems Pictures and posters from the unit Role-playing Slogans
	Write a letter to invite parents to your school. Encourage them to make some suggestions on how pollution in the neighborhood environment can be prevented.

GLOSSARY

AIR POLLUTION – a condition that exists when smoke and dirt contaminate the air and make it unclean.

BIRDHOUSE – a nesting place for birds made by man.

CHEMICALS – substances made by combining various elements.

CONCRETE – a strong mixture made with cement, sand, and gravel.

DETERGENT – a cleansing agent found in soap powders or liquids. Does not easily dissolve. Remains on water surfaces causing conditions that can bring about pollution.

ENVIRONMENT – something that surrounds one. The combined social, physical, and cultural conditions that influence the life of the neighborhood.

FACTORY – a building or a place where goods are made.

LITTER – an untidy accumulation of trash.

LIVING THINGS – things that can breathe, grow, and reproduce; e.g., people, animals, and plants.

NEIGHBORHOOD – a region near some place, thing, or person. People, streets, houses, and other buildings make up the neighborhood.

NEIGHBORS – people who live close together in neighborhoods.

NONLIVING THINGS – objects or things that do not breathe and are sometimes made by people.

NOISE POLLUTION – a condition that exists when loud sounds are heard at the same time.

PESTICIDES – materials used to destroy insects, rats, etc.

POLLUTANTS – harmful chemicals or waste materials that contaminate the atmosphere; e.g., smoke is a pollutant of the air.

RECYCLING – a process wherein one kind of material is treated by a special method in order to make different materials.

RELATIVES – people who are a part of your family.

RURAL NEIGHBORHOOD – a neighborhood located outside of the city and suburbs.

SMOG – a mixture of fog and smoke that poliutes the air.

SOLID WASTE POLLUTION – a condition that exists wherein trash, junk, old cars, etc., are left to keep areas in neighborhoods unclean.

SUBURBAN NEIGHBORHOOD – a neighborhood located between the urban and rural neighborhoods.

URBAN NEIGHBORHOOD – a neighborhood that is situated in a city. There are many buildings close together, and usually more people live in this area. Some businesses and industries are carried on in this area.

WATER POLLUTION – a condition that exists when water has been contaminated with trash, chemicals, etc.

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Elliot, Sarah M. *Our Dirty Air*. New York: Julian Messner, 1971.
Black and white potographs and informative text present facts about air pollution—what causes it, how it affects us, and what individuals and government can do about this serious problem.

Pitt, Valerie. *Let's Find Out About Streets*. New York: Franklin Watts, 1969.
Brief text and two-color illustrations combine to present facts about streets in a city.

———. *Let's Find Out About the Community*. New York: Franklin Watts, 1972.
Text and illustrations describe the characteristics and functions of a community and its members.

Shuttlesworth, Dorothy E. *Litter, The Ugly Enemy: An Ecology Story*. Garden City, N.Y.: Doubleday & Co., 1973.
Presents the problems of litter and garbage, and describes how they are studied and can be overcome by scientists, technicians, and private citizens.

———. *Clean Air, Sparkling Water: The Fight Against Pollution*. Garden City, N.Y.: Doubleday & Co., 1968.
Explains the causes and dangers of air and water pollution, points out the worldwide scope of the problem, and discusses current and possible future methods of combating pollution. Illustrated with black and white photographs.

Fiction

Aliki. *A Weed Is a Flower*. Englewood Cliffs. N.J.: Prentice-Hall, 1965.
An easy to read biography of Dr. George Washington Carver. The story tells of his childhood and his struggle to get an education. It also brings out the story of his success in the field of agriculture and his importance as an educator interested in improving life through the wise use of natural resources.

Bettinger, Craig. *Follow Me, Everybody*. Garden City, N.Y.: Doubleday & Co., 1968.
These pictures tell the story of a trip to the zoo made by a group of school children. The boys and girls planned the trip with their teacher and talked about what they would see. Barney's father, who was a veterinarian, acted as the guide. The children enjoyed seeing the zoo and hearing Barney shout, "Follow me, everybody!"

Binzin, Bill. *Miguel's Mountain*. New York: Coward, McCann & Geoghegan, 1968.
Realistic photographs of the city with accompanying text about children who find a dirt pile in the park. They use their imagination as they play games there. When the children learn that the city plans to remove their special mountain, they unite their efforts to persuade the mayor to leave the dirt pile where it is.

Brooks, Gwendolyn. *Bronzeville Boys and Girls*. New York: Harper & Row Publishers, 1956.
Thirty-four poems, each titled for a different child, reflect many facets of their lives in the city.

Burton, Virginia. *The Little House*. Boston: Houghton Mifflin Co., 1942.
This classic tells of a little house that stood in a country field and what happened as the city grew larger and nearer until the house stood in the middle of a run-down urban area. Awarded the Caldecott Medal in 1943.

Chase, Cornelius. *The City in Art*. Minneapolis, Minn.: Lerner Publications Co., 1966.
Paintings, representing the works of world-famous artists, show how these artists have viewed cities—the buildings, the people, the streets, and other scenes. The 52 paintings are from collections in world-renowned museums, spanning a time period from the Middle Ages to 1950.

Fife, Dale. *Adam's ABC*. New York: Coward, McCann & Geoghegan, 1971.
Three black children who live in the city are the characters of this picture book. Each letter represents an everyday image of city living that is also black in color.

Grifalconi, Ann. *City Rhythms*. New York: Bobbs-Merrill Co., 1965.
Jimmy Peters, a small black boy, listens and looks at the sights and sounds of

the city—the traffic, the market, and the children playing in the spray from the fire hydrant. Finally, Jimmy and his friends make their own kind of instruments out of bottles, tin cans, and pieces of wood, so that they can tap out their own rhythms.

Grossbart, Francine. *A Big City*. New York: Harper & Row Publishers, 1966.
This ABC book uses familiar city objects: B for buildings; G for garbage can; M for mailbox on the corner; V for vending machines.

Hopkins, Lee Bennett. *I Think I Saw a Snail*. New York: Crown Publishers, 1969.
A picture book and a collection of poems about the sounds and sights a city child will know and recognize—the popsicle man, water running from a fire hydrant, trick or treat at Halloween, skyscrapers, parades, and falling snow. The poems were written by a number of outstanding poets including Langston Hughes, Gwendolyn Brooks, Richard Wright, Dorothy Aldis, and Eve Merriam.

Hurd, Edith and Hurd, Clement. *Wilson's World*. Harper & Row Publishers, 1971.
Wilson, a child artist, draws a world that becomes increasingly complex until his city is overcrowded with air and noise pollution. Wilson tears up this drawing and starts again to draw a world where everybody cares about ecology.

Keats, Ezra Jack. *Apt. 3*. New York: Macmillan Co., 1971.
In an apartment in a dingy, noisy building, Sam and his brother Ben meet a blind neighbor and gain insights about neighborliness and compassion.

———. *Goggles!* New York: Macmillan Co., 1969.
Peter (grown larger than in the previous books by Mr. Keats) plays in his neighborhood with his friend Archie and his dog Willie. He finds some old goggles which some larger boys try to take away from him. Peter, Archie, and Willie get back home safely by going through old pipes on a vacant lot.

———. *Pet Show*. New York: Macmillan Co., 1972.
Archie almost didn't have a part for the neighborhood show. His quick thinking and the kindliness of an elderly lady provide a humorous and satisfying ending.

Keeping, Charles. *Charley, Charlotte and the Golden Canary*. New York: Franklin Watts, 1967.
Charley and Charlotte play together happily in grimy Paradise Street until Charlotte's house is demolished in an urban clearance project. Charley does not know where Charlotte has gone and is sad until they are reunited through a canary that he has earned. The illustrations are unusual and in brilliant colors.

———. *Joseph's Yard*. New York: Franklin Watts, 1969.
Picture story of a youngster who tries to raise a plant in a delapidated backyard. Colorful, striking illustrations.

King, Helen H. *Willy*. Garden City, N.Y.: Doubleday & Co., 1971.
A small black boy describes his family's reactions when a rat gets into their apartment. Mother is upset because the rat gets into foods in the kitchen. The boy tries several times to set a trap for Willy, as he calls the rat. With the help and advice of a neighborhood storekeeper, the boy builds a trap and does finally catch the rat.

McGovern, Ann. *Black Is Beautiful*. New York: Four Winds Press, 1969.
Pictures of everyday sights in the city and in the country that emphasize the theme "Black is beautiful!" The pictures show only black objects—a black bird, a black swan, a black train, a black mountain, a black sky, a black horse, black hair, black earth, and a black shadow.

Mann, Peggy. *Street of Flower Boxes*. New York: Coward, McCann & Geoghegan, 1966.
Lively, multiethnic story about some enterprising city children who sell window boxes as their contribution to urban renewal.

Mathis, Sharon Bell. *Sidewalk Story*. New York: Viking Press, 1971.
When small Lilly Etta saw the furniture of her friend's family being put out on the sidewalk, she wanted somebody to do something. When no one else would help, Lilly Etta called a newspaper reporter. Her action started a chain of events that helped the evicted family.

Miles, Miska. *Nobody's Cat*. Boston: Little, Brown & Co., 1969.
City sights and sounds from the viewpoint of a tough, resourceful, independent alley cat.

———. *Wharf Rat*. Boston: Little, Brown & Co., 1972.
Presents realistically, the life of a wharf rat. Shows how he manages to survive, the damage that he can do to cargoes, and how he, too, can be victim of oilspill pollution.

Moore, Lilian. *I Thought I Heard the City*. New York: Atheneum, 1969.
Seventeen short poems are childlike and simple, yet present sights, sounds, and feelings of urban living.

Politi, Leo. *Moy-Moy*. New York: Charles Scribner's Sons, 1960.
Colorful illustrations of a Chinese neighborhood, with emphasis on the feelings of inner security the neighborhood provides its inhabitants.

Robinson, Barry, and Dain, Martin J. *On the Beat: Policemen at Work*. New York: Harcourt Brace and Jovanovich, 1968.
This photographic essay shows the work of two policemen from New York City's 20th Precinct Station. One of the officers is black. The book is divided into sections: Helping People, Enforcing the Law, Earning a Badge, and Working for the People.

Rosenbaum, Eileen. *Ronnie*. New York: Parents Magazine Press, 1969.
Text and photographs show a young black boy, his family, his friends, and his life in a big city, as boy and father go on an outing.

Schick, Eleanor. *City in Summer*. New York: Macmillan Co., 1969.
This is a picture story about life in the tenement area of a big city. The pictures show black and white adults and children in the neighborhood at work and at play. There are also pictures showing people at a nearby beach.

———. *City in Winter*. New York: Macmillan Co., 1969.
Small Jimmy is kept during the day by his grandma while mother works. The pictures and brief text show their day—working and playing at home and making a trip through the neighborhood in the snow.

———. *Peter and Mr. Brandon.* New York: Macmillan Co., 1973.
When Peter's parents must leave town suddenly, Peter is left to spend a night and a day with Mr. Brandon, his elderly neighbor.

Selsam, Millicent. *Tony's Birds.* New York: Harper & Row Publishers, 1961.
A story that children can read for themselves about a little black boy, Tony, and how he learns about birds. Tony's father takes him for a walk one day and shows Tony how to watch for birds. He lets Tony look through his fieldglasses to sight the birds, and teaches him to listen for the particular sound of each bird. Tony's father also shows him how to use a bird guide book to identify the birds that he sees.

AUDIO-VISUAL MATERIALS

Sound Films

Catalog Number or Publisher*	*Title*
Sd–696.3	Why Man Creates
Sd–1194.1	Robin Redbreast
Sd–1197.1	Ants: Backyard Science
Sd–1198.1	Insects That Help Us
Sd–1240.1	Spring Is an Adventure
Sd–1250.1	Plants Make Food
Sd–1256.2	Care of Pets
Sd–1265.1	Bobolink and the Blue Jay, The
Sd–1368.1	Transportation by Freight Trains
Sd–1369.1	Community Services
Sd–1370.1	Veterinarian Serves the Community, The
Sd–1424.1	Harbor, The
Sd–1425.1	For Your Pleasure
Sd–1447.1	Poetry for Beginners
Sd–1451.1	Plants Are Different and Alike
Sd–1470.1	Child's Garden of Verses
Sd–1473.1	Wonders of Plant Growth
Sd–1474.2	Policeman, The
Sd–1478.1	Life Story of an Earthworm
Sd–1480.2	Produce—From Farm to Mart
Sd–1488.1	Nature in the City
Sd–1490.1	We Make Choices
Sd–1491.1	We Want Goods and Services
Sd–1495.1	Modern East African Woodcarver
Sd–1498.1	Rich Cat—Poor Cat
Sd–1507.1	Displaying Our Flag
Sd–1516.1	Safe Living at School
Sd–1521.1	Our Wonderful Body: How We Breathe
Sd–1527.1	Why We Have Taxes: The Town That Had No Policeman
Sd–1528.1	Why People Have Special Jobs: The Man Who Made Spinning Tops
Sd–1531.1	Why We Use Money: The Fisherman Who Needed a Knife
Sd–1555.1	For Your Pleasure
Sd–1557.1	Junkyard
Sd–1564.1	Only Benjy Knows: Should He Tell?
Sd–1571.1	What Do Plants Do? A First Film
Sd–1573.1	Snow: A First Film
Sd–1579.1	Sunlight: A First Film
Sd–1580.1	Trains: A First Film
Sd–1584.1	Water: A First Film
Sd–1598.2	Living Things Are Everywhere
Sd–1646.2	Blue Dashiki, The: Jeffrey and His City Neighbors
Sd–1661.2	Evan's Corner
Sd–1682.2	Making the Things We Need: Division of Labor
Sd–1742.2	Geronimo Jones
Sd–1744.2	Miguel: Up from Puerto Rico
Sd–1746.2	William: From Georgia to Harlem
Sd–1753.2	What Is a Community?
Sd–1774.2	Trucks in Our Neighborhood

*Numbers in this column are catalog numbers of materials available at Media and Technology.

Sound Filmstrips

Catalog Number or Publisher*	*Title*
Fr–288	Robert and His Family
Aims Instructional Media Services	Air Pollution
Hudson Photographic Industries	City Rhythms Based on the picture book by Ann Grifalconi, this tells about a little black boy in New York City and his excitement over the sounds and rhythms of a hot summer day in his neighborhood.
Guidance Associates	Hope Tree of Harlem Modern folktale that tells how community action resolved problem about a tree that impeded traffic.
Coronet Films	Let's Listen: Cows Don't Say Moo and Exploring City Sounds Photographs in color present sights and sounds of the rural and urban experiences.
Society for Visual Education	Robert and His Family Robert's Family at Home Robert's Family and Their Neighbors Robert's Family Goes Shopping Robert and Father Visit the Zoo

Filmstrips

Catalog Number or Publisher*	*Title*
State of Maryland	Keep Maryland Beautiful Colorful photos show scenes of beautiful Maryland (rural and urban) and scenes of litter. Can be used to stimulate discussion of ways of improving neighborhoods.
Hudson Photographic Industries	Let's Talk About Series About Things We Know About Bridges and Boats About Things We See About Fun in the City
Encyclopedia Britannica Films	Living Things in the City Series Finding Living Things in the City Plants and Animals on a Vacant Lot Flowering Plants in the City City Plants Without Flowers Helpful and Harmful Plants of the City Collecting Plants in the City How Insects Find a Place to Live How Animals Grow in the City Helpful and Harmful Animals of the City
Field Educational Publications	Neighborhoods
Field Educational Publications	Towns and Cities Multi-Media Kit
Bowmar's Early Childhood Filmstrip Series, Part II	World Around Me, The

Pictures

Catalog Number or Publisher*	*Title*
Ps–165	Ecology: Keeping the City Clean and Beautiful
Laidlaw	My Family and My Community
Field Educational Publications	Schools, Families, Neighborhoods

Exhibits

Catalog Number or Publisher*	*Title*
Ex–59	Telephone Amplifier Kit

*Numbers in this column are catalog numbers of materials available at Media and Technology.

GRADE THREE

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE THREE

RATIONALE	TEACHING OBJECTIVES	EMPHASES	DISCIPLINES
Urban children at this level should be introduced to geographical, historical, and sociological concepts relating to the city in which they live. These concepts should help each child to realize that Baltimore and other cities are the result of reciprocal cause–effect relationships among peoples, the topography of the land, and the economic and political structure. Throughout this unit, great emphasis is continuously placed on people and how they utilize the resources. Ultimately the child should begin to feel his responsibility to the life and growth of his city.	In this unit, it is essential that each teacher provide opportunity for the pupils to: –Understand the factors that influence growth and expansion of Baltimore and other cities –Examine interrelationships between people, land, politics, economics, and the growth of Baltimore and other cities –Investigate the contributions of many ethnic and religious groups to the growth of Baltimore and other cities –Realize their responsibility to themselves and their community for trying to change the conditions of the city	Expansion and change Physical resources Land use Human resources Ethnic identity and contributions Diversity of life-styles Neighborhood patterns Physical renewal Human renewal	History Sociology Political Science Geography Anthropology Ecology

BEHAVIORAL GOALS

The pupil will

Name at least two characteristics of all cities.

Write a paragraph with at least three sentences on the importance of people in cities.

Recite the name of his city, state, country, and continent and identify each on a map and globe.

Distinguish between the natural environment of the city and man-made environment by identifying and describing pictures of each.

Describe the inner, middle, and outer sections of Baltimore.

Define the term *immigrant* and list at least two reasons why immigrants came to our city.

Describe at least one invention in machinery that helped to improve the lives of Baltimoreans.

Be able to discuss reasons for population changes in Baltimore.

List and compare at least three similarities and three differences in the problems of the early immigrants and the problems of today's newcomers.

Make a class scrapbook of pictures, drawings, and articles showing customs and ideas of different groups now living in Baltimore.

Identify, from pictures, blighted conditions and give orally at least two reasons why slums develop.

List at least three ways in which rules and laws help people in cities.

Describe at least one program sponsored by an agency in his neighborhood.

Use the telephone directory in order to locate the names of at least two agencies that provide services for newcomers.

Make up at least one simple slogan to accompany a poster to help to discourage vandalism in the schools and neighborhood.

Write or tell of at least one change in land use, in population, or in services in his neighborhood.

Develop cooperatively a plan for land use of a future neighborhood.

Role-play with other members of his class situations depicting interaction among people—e.g., American Indians and early settlers in Baltimore; newcomers to neighborhoods; and planning session for an ethnic festival.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is a city?	Have pupils use a variety of media to portray their idea of a city. Share and discuss.	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Hanna. *Investigating Man's World–Local Studies.* Hanna. *Investigating Man's World–Metropolitan Studies.* Senesh. *Our Working World–Cities.* Stanek. *Man and His Cities.* *Audio-Visual* *The Blue Dashiki.* *Our Working World–Cities,* A.V. Kit. *Housing in the Big City,* Filmstrip. Hubbard. *Metropolitan Base.* Hubbard. *Urban Growth, Units 3 and 4,* Transparencies. *Sound of the City.*
What do you see when you look at the city?	Plan a tour of Baltimore to determine what makes up our city.	
How can you locate cities on a map or a globe?	Develop with pupils skills of interpretation of maps, globes, and diagrams to identify features of the city.	
Why do cities develop?	View filmstrip *Cities and People.* Discuss the following:	
How are cities alike and/or different?	Different groups of people shown in the film How the city looks; i.e., buildings, streets, etc. Kinds of activities taking place Kinds of services provided	
What is most important to the life of the city?	Compare the city in the film with our city.	
Of what importance are people to the life of our city?	Discuss how they are alike and/or different.	
Are all of the people of the same race? Give reasons for your answer.	Use a map to locate coastal and inland cities in Maryland, United States, and other countries. Compare and contrast.	
What are some of the activities of people in cities?	Read to find out the importance of people in cities.	
What kinds of services are provided by/for people in cities?	Predict what our city would be like if there were no people.	
Where do people in cities live?		

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Use transparencies, models, diagrams, and filmstrips to identify, describe, and compare sections of cities; i.e., Location Differences and similarities Concentration of population	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Follett. *Exploring World Communities.* Hanna. *Investigating Man's World–Local Studies.* Hanna. *Investigating Man's World–Metropolitan Studies.* Stanek. *Man and His Cities.*
What are the different sections of the city?	View filmstrips and read to find other ways of identifying sections of the cities; e.g., central city, C.B.D., suburbs, core.	
Why do you think cities are divided into sections?	Discuss the following: Possible reasons why the city is divided into sections. Boundaries and the importance of boundaries (interpret diagrams). Reasons why the housing in the center city may be different from the middle and outer sections. Ways that people in different sections of the city depend upon each other.	*Audio-Visual* *Our Working World–Cities,* A.V. Kit.
What are boundaries?		
Why are boundaries important?		
How are the different sections alike or different in appearance; in population; in services?	Make a "Show and Tell" picture. Draw or find a picture of the section in which you would like to live. Give your reasons. Include the things you would want to have there.	
Are people in different sections dependent upon each other? If so, how?		
In which section of the city would you like to live?	Develop the concept of population concentration.	
How many people live in the center city?	Interpret a population chart to analyze number of people living in the center city.	

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is population density?	Use diagrams, maps, and graphs to develop concepts of population and density.	*Pupils* Fielder. *Inquiring About Cities.* Hanna. *Investigating Man's World–Local Studies.* Hanna. *Investigating Man's World–Metropolitan Studies.* Weaver. *People Use the Earth.* *Audio-Visual* Rand McNally. *Interaction of Man and His Environment,* Study Prints.
Why do certain sections of the city attract more people?		
How are neighborhoods in the center city alike or different?	Read to find out why groups of people live together in the center section of cities.	
	Read books and view films to discuss differences and/or similarities of the various neighborhoods in the center city.	
What are natural features?	Construct a landform base model to develop concept of natural features of the earth.	
What are the natural features of different neighborhoods?	Use model, diagram, and film; plan a walk through your neighborhood.	
What are the natural features of cities? Of our city?	Photograph parts of neighborhood. Identify parts of the neighborhood that are not made by man.	
How do natural features of cities compare?	Observe study prints and/or pictures to identify and analyze natural features of cities; i.e., landforms (mountains, plains, plateaus), water bodies (oceans, rivers).	
What symbols on a map or globe help to identify natural features?	Introduce standard map symbols to identify natural features of the earth.	

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Urban children at this level should be introduced to geographical, historical, and sociological concepts relating to the city in which they live. These concepts should help each child to realize that Baltimore and other cities are the result of reciprocal cause–effect relationships among peoples, the topography of the land, and the economic and political structure. Throughout this unit, great emphasis is continuously placed on people and how they utilize the resources. Ultimately the child should begin to feel his responsibility to the life and growth of his city. In this unit, it is essential that each teacher provide opportunity for the pupils to: –Understand the factors that influence growth and expansion of Baltimore and other cities –Examine interrelationships between people, land, politics, economics, and the growth of Baltimore and other cities –Investigate the contributions of many ethnic and religious groups to the growth of Baltimore and other cities –Realize their responsibility to themselves and their community for trying to change the conditions of the city		The kinds of natural resources available in a particular area usually determine the activities of the people. Life-styles

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do natural features help people to develop cities?	Use study prints, maps, filmstrips to find out why some cities spread out over much more land than other cities. Read to find out some uses of natural features. Make a chart showing early uses of natural features. Compare with today's uses.	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Hanna *Investigating Man's World—Local Studies.* Weaver. *People Use the Earth.* *Audio-Visual* *Our Working World—Cities,* A.V. Kit. *Why a City Grows,* Filmstrip. *Maritime Baltimore,* Filmstrip. *Interaction of Man and His Government,* Study Prints.
What natural features in our city were helpful to the people in its development?	Locate our city on a globe. Identify the natural features that surround our city. Discuss how they were helpful to the people.	
How do natural features of our city determine the activities of the people?	Tour the harbor district of our city. Identify some possible activities carried on because of natural features.	
How does the kind of work and the activities of a city depend upon its natural features?	Make a picture chart showing some of the activities that could take place in the following regions: mountain regions, coastal regions, plain areas.	
What are man-made features?	Take a neighborhood walk to develop concept of man-made features.	
How do symbols help us locate man-made features?	Use maps and globes to develop understanding of symbols.	
How do man-made features help the environment of the city?	Develop the concept *environment* by using surroundings in the classroom, at home, and in the neighborhood. View pictures and study prints to understand the environment and man-made features. Choose one man-made feature you would like to have in your neighborhood. Give reasons.	

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Who were the first people in our area? Who gave the American Indians their name? How do the Indians today feel about their name? How did the Indians use the land? What was the origin of the early settlers who came to our area? Why did the early settlers come?	Visit and view exhibits of the Darnall Young People's Museum at the Maryland Historical Society. Dioramas depicting Indian life about 1634 Founding of Maryland Living in early Maryland Baltimore Town in 1752 Later Colonial life Early religious groups in Maryland	*Pupils* Boyce. *Towns and Cities.* Davis. *Observing People and Places.* Hanna. *Investigating Man's World—Local Studies.* MacDonald. *One Plus One: Learning About Communities.* McAulay. *My Community and Other Communities.* Quigley. *We Live in Communities.* Schultz. *Inquiring About Technology.* Stanek. *Man and His Communities.* *Audio-Visual* *Where Did the Indians Live?* Filmstrip. Hubbard. *Urban Studies.* *Views of the City,* Set 5534, Slides 1-20. *Historical Map of Old Baltimore,* Baltimore Savings Bank.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
Urban children at this level should be introduced to geographical, historical, and sociological concepts relating to the city in which they live. These concepts should help each child to realize that Baltimore and other cities are the result of reciprocal cause–effect relationships among peoples, the topography of the land, and the economic and political structure. Throughout this unit, great emphasis is continuously placed on people and how they utilize the resources. Ultimately the child should begin to feel his responsibility to the life and growth of his city. In this unit, it is essential that each teacher provide opportunity for the pupils to: –Understand the factors that influence growth and expansion of Baltimore and other cities –Examine interrelationships between people, land, politics, economics, and the growth of Baltimore and other cities –Investigate the contributions of many ethnic and religious groups to the growth of Baltimore and other cities –Realize their responsibility to themselves and their community for trying to change the conditions of the city	In-migration of People from various parts of our country Blacks Mountain people Seeking job opportunities Seeking better housing conditions People from other countries Puerto Ricans Chicanos Changes in natural features Land use for housing Land use for services Limited land for parks and playgrounds Land use in center section as compared to land use in middle section

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is meant by religious freedom? Do you think people should leave their country to find religious freedom? Why or why not?	Invite a representative from NCCJ (National Council of Christians and Jews) to explain the meaning of religious freedom. Arrange a discussion of the following: The meaning of religious freedom Rights of people who wish to belong to a religious faith Rights of people who do not wish to belong to a religion View filmstrip; discuss and chart some of the religious groups in our city.	*Pupils* Boyce. *Towns and Cities.* Laidlaw. *Social Studies and Our Country.* Hanna. *Investigating Man's World–Local Studies*
What use did the early settlers make of the land?	Review trip or take trip to Darnall Young People's Museum of Maryland at the Maryland Historical Society. Gather data to discuss How early settlers made use of the land What problems the early settlers faced	
What problems did the early settlers face?	Construct land-form models showing changes in land use: as the first people used land and as the settlers used land.	*Pupils* Brandwein. *The Social Sciences: Concepts and Values.* Follett. *Exploring World Communities.* MacDonald. *One Plus One.* Quigley. *We Live in Communities.*
Of what importance were the first people to the early settlers in our area?	Make a list to predict ways in which the Indians could be helpful to the settlers. View filmstrips, use study prints, and read information to compare predictions and facts.	
What newcomers followed the early settlers to our area?	Use filmstrips, maps, books, transparencies, and personal interviews of descendants to gather information on people who first settled in Baltimore: Colonists, Immigrants	
Who helped develop our city? Other cities?	View filmstrips and read to find out the relationship between European settlers and the American Indians in the building of cities; of our city.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
For what reasons did the newcomers migrate to our area? To other areas?	Define *newcomers*. Identify from books, films, and study prints such groups of people as Blacks Mountain people Puerto Ricans Mexican-Americans Lithuanians Italians Germans Africans Chinese-Americans Greeks Poles Locate the origin of each of the above groups on a map or globe.	*Pupils* Boyce. *Towns and Cities.* Brandwein. *The Social Sciences: Concepts and Values.* Follett. *Exploring World Communities.* Hanna. *Investigating Man's World—Local Studies.* Quigley. *We Live in Communities.*
Why do you think some of these newcomers were attracted to our city?	Make posters to attract more people to Baltimore. Make a tape to accompany your poster.	
Why were you and your family attracted to this city?	Make a picture chart showing some of the attractions in our city that might have encouraged newcomers to settle here. Consult your family to find what they found attractive about our city.	
Are newcomers moving to our city for the same reasons as the early peoples? Why or why not?		

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How would you describe living conditions to some newcomers? What are some problems some newcomers are having in our city and other cities today? Fulfilling basic needs Language Racial and ethnic discrimination Differences in life-style	Interview newcomers from rural areas, or read books and study pictures to discuss the life-styles of some newcomers in rural areas before coming to our city. Discuss the changes some newcomers were forced to make in the city. Read to find out the problems of the early groups of people in our cities.	*Pupils* Brandwein. *The Social Sciences: Concepts and Values.* Davis. *Observing People and Places.* Follett. *Exploring World Communities.* King. *Communities and Social Needs.* King. *Social Studies and Our Country.*
How do some groups of people in our city and other cities feel about some newcomers?	Read and discuss how the following might be problems of the newcomers: People are without skills for adequate employment People cannot speak English	
Did newcomers have any effect on the growth of our city, of other cities? Why or why not?	Role-play situations wherein newcomers of different backgrounds are being interviewed for jobs. Discuss.	
How did the various groups of newcomers use the land to develop our city?	Observe pictures and study prints to compare land use today with that of early cities. Discuss reasons for differences.	
How does land use in our city today compare with that of early Baltimore?	Use filmstrips and/or study prints of early and present Baltimore to compare land use.	

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How does land use in the center city compare with that of the middle and outer sections of the city?	Discuss reasons why there might be more parks and playgrounds in the outer section than in the inner and middle sections of the city. Discuss your feelings about this. Use Hubbard Model or construct a landform to plot your ideas for land use in the city.	*Pupils* Boyce. *Towns and Cities.* Brandwein. *The Social Sciences: Concepts and Values.* Hanna. *Investigating Man's World–Metropolitan Studies.* King. *Families and Social Needs.* Senesh. *Our Working World–Cities.*
How would you describe the treatment of some newcomers in your neighborhood? Do you agree with the way they were treated? Why or why not? How would you feel if you were a newcomer? When did you feel that you were a part of your neighborhood?	Describe how newcomers have been welcomed to your neighborhood. Role-play this situation. Discuss.	*Audio-Visual* *Evan's Corner,* Film.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some things that people in neighborhoods can do for newcomers?	Make a kit containing a card welcoming new neighbors; a picture map of the neighborhood showing shopping center and/or drugstore, playground, library, hospitals, and clinics.	*Pupils* Boyce. *Towns and Cities.* Fielder. *Inquiring About Cities.* Hanna. *Investigating Man's World—Local Studies.* Hanna. *Investigating Man's World—Metropolitan Studies.* Stanek. *Man and His Cities.* *Audio-Visual* *Our Working World—Cities,* A.V. Kit. *What Keeps People Together,* Filmstrip.
Where do some newcomers live in our city and other cities today?	Read and interpret charts and maps to find the sections of our city where many Blacks and some newcomers live.	
Why do you think newcomers of the same racial, ethnic and/or religious groups live together in certain sections of the city?	Discuss reasons why the center city is overcrowded with Blacks and other newcomers.	
How do the environments of neighborhoods in different city sections compare?	Review the environment of middle and outer sections. Observe study prints. Compare this environment with that of the center city.	
How has the environment in your neighborhood changed?	Interview a resident who has lived in a neighborhood for a long time to find out whether the neighborhood has changed.	*Pupils* Follett. *Exploring World Communities.* Shackleton. *Families Live Everywhere.* *Audio-Visual* *Our Working World—Cities,* A.V. Kit. *Marketplace of Ideas,* Filmstrip.
	Take a neighborhood walk to observe recent changes. Discuss changes.	
How has the environment in another section of the city changed?	Keep a file of newspaper articles depicting changes in various neighborhoods.	
	Take a walk or a trip to observe recent changes in another neighborhood. Discuss changes.	
In what kind of neighborhood would you like to live?	Make an illustration of the kind of neighborhood in which you would like to live. Make the illustration show the things you would need to live there.	

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What traditions did ethnic groups bring to the cities?	View filmstrip and pictures to identify and discuss traditions brought to our cities from various ethnic groups.	*Pupils* Boyce. *Towns and Cities.* Fielder. *Inquiring About Cities.* Follett. *Exploring World Communities.* Hanna. *Investigating Man's World—Local Studies.* Quigley. *We Live in Communities.* Stanek. *Man and His Cities.* *Audio-Visual* Schloat. *Minorities Help Make America Great,* Filmstrip.
From where did these traditions come?	Locate the countries from which these traditions came on a map and globe. Read to find out about life in these countries.	
How do traditions of different ethnic groups become a part of urban life?	Read to find out what is meant by culture. Observe and analyze. Observe and analyze pictures and study prints and listen to recordings to find ways traditions become a part of urban life.	
Of what importance is it for racial, ethnic, and/or religious groups to keep some of the customs of their native land?	Read books, view films and filmstrips about contributions of your ethnic, racial, and/or religious group; about contributions of other ethnic groups.	
Can sharing ethnic customs and traditions bring people closer together? If so, how? If not, why not?	Plan a "Junior All Nations Festival." Share with another class. Learn songs, dances, make displays. Make murals. Invite people from other ethnic groups. Have samples of ethnic foods. Learn some familiar words in another language. Discuss how these events might bring people together.	
How can people learn more about customs, ideas, and traditions of various ethnic groups?	Invite a speaker from the Baltimore Council of International Visitors to discuss activities in Baltimore that preserve traditions of various cultures. Plan to visit and/or recall the activities of the Baltimore City Fair, the Fells Point Festival, and the All Nations' Festival. Discuss how these events might bring people together.	Tell how you would feel if you knew that people of your racial, ethnic, or religious groups had landmarks named for them; e.g., Martin Luther King, Jr., Elementary School Matthew Henson Elementary School Pulaski Street Columbus Elementary School John F. Kennedy Highway 95 Augustine Hermann Highway 213
How do you feel when you pass landmarks named for people of your racial, ethnic, and/or religious group?	Find out information about the person for whom a school, street, highway, etc., was named. Use role-playing, murals, books, recordings, trips, songs, poems, and/or stories to share your findings.	

LEARNING LEVEL: GRADE THREE

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Do city and rural life differ? If so, how?	Use study prints and/or view films, slides, or filmstrips to compare life in urban and rural areas. Make a picture chart or mural of findings.	*Pupils* Boyce. *Towns and Cities.* Fielder. *Inquiring About Cities.* Hanna. *Investigating Man's World–Local Studies.* Hanna. *Investigating Man's World–Metropolitan Studies.* Smith. *The Earth and Man.* Viereck. *The Third Planet–People Using the Earth.* *Audio-Visual* *A City and Its People,* Film. *The Farm Community,* Film.
What is meant by employment, unemployment, and income?	Find the meaning of the terms *employment, unemployment,* and *income.*	
How would you describe employment in our city? In other cities?	Look in a local newspaper to see what kinds of jobs are being advertised. Look in a newspaper from another city. Make a chart comparing job opportunities. Compare them with the jobs advertised in an ethnic paper.	
What groups of people in the city would most likely be unemployed?	Tell about people in your neighborhood who are unemployed; e.g., Senior citizens — Disabled persons Untrained persons — Newcomers	
Are jobs available to all newcomers?	Invite and interview a school counselor to discuss types of educational experience necessary for certain jobs. List experiences or qualifications which newcomers may or may not possess. Visit the Calvert Educational Center for Adult Education to observe ways in which participants are retrained.	*Pupils* Boyce. *Towns and Cities.* Follett. *Exploring World Communities.* Hanna. *Investigating Man's World–Local Studies.* Hanna. *Investigating Man's World–Metropolitan Studies.* Weaver. *People Use the Earth.*
How do people in our city and other cities live without having jobs?	Role-play and discuss a situation similar to the following: A family with eight children and two grandparents moved from rural West Virginia to our center city. After one week, their savings of one hundred dollars was gone. What do you think happened to this family? Use study prints to show these living conditions: Housing — Crowded conditions — Recreation area	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What aid is available to newcomers?	Investigate the services of some of the following agencies: Social Services Salvation Army Churches Neighborhood Agencies Compare requirements of the agencies for providing aid.	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Senesh. *Our Working World—Cities.* Stanek. *Man and His Cities.*
What are some feelings about the public assistance program? Do you agree?	Role-play to show how the following people might feel about the public assistance program: Person with an adequate income Employed person with an inadequate income Person on public assistance Discuss why they might feel that way. Discuss how you would feel if you were in the same situations.	
How would you feel if you were an adult who could not get the kind of job suitable enough to support your family?	Role-play the following situation: Two groups of pupils, each representing a family of five. One family has little or no income except public assistance. Have the family with the high income talk about the things they can do for the family. Have the family with low income discuss ways in which they meet needs and wants. Have pupils react to each family's situation. Analyze reactions and behavior of both families.	

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is an invention, an inventor? Are inventors creative? Do you have to be an inventor to be creative?	Locate, using the dictionary, the meanings of the words *invention* and *inventor.*	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Follett. *Exploring World Communities.* Senesh. *Our Working World Cities.* Stanek. *Man and His Cities.*
	List favorite inventions of the pupils. Research and list the inventor.	
	Make a mural showing favorite inventions of the class.	
	Define and discuss the meanings of the words *create, creative, creativity.*	
	Take a common object such as a brick and suggest many possible uses for it.	
	Discuss how using ideas in a different way is related to inventing.	
Have people used their talents and skills in changing the city? If so, how?	Read, view filmstrips, use pictorial maps to find out about inventions and inventors associated with transportation, communication, or industry.	
	Prepare a bulletin display showing the effect of electricity on daily living.	
	Discuss how life might be different if there were people Without ideas Without talents, skills Without the desire to use their ideas and talents Without the desire to share ideas, talents, and skills	
	Role-play wherever possible.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Tour the B & O Transportation Museum and the Streetcar Museum to see examples of trains and streetcars from earliest times to the present.	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.*
	Construct diaramas that depict changes in Transportation Life-styles Industry	Fielder. *Inquiring About Cities.* Follett. *Exploring World Communities.* Senesh. *Our Working World—Cities.* Stanek. *Man and His Cities.*
Have these changes affected the city? If so, how?	Make a list of changes in the city from early times to the present.	
	Make two murals comparing life in the city, then and now. Use mural to discuss changes.	
What ideas do you have that could become inventions?	List pupil's ideas about the following: Jobs I wish I could do easier or faster; e.g., easier—cleaning up my room, washing my dog; faster—scrubbing steps, washing chalkboards Things I wish I could do; e.g., have ice cream as often as possible	
What do you think is meant by "Necessity is the mother of invention"?	Have pupils use their ideas to describe and chart possible inventions.	
	Have pupils describe, diagram, illustrate, and construct their invention.	
	Read about inventions that have also resulted from similar activities.	

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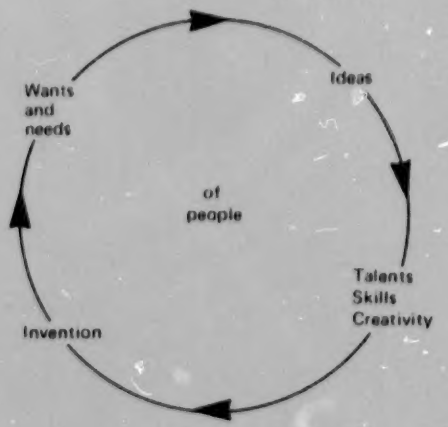
TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Have pupils compare this, or a similar cycle, with experiences listed above.  Make a booklet containing the ideas and sketches of inventions that you would like to make. Prepare a bulletin display of the possible inventions that could result from one or several ideas.	*Pupils* Hanna. *Investigating Man's World–Metropolitan Studies.* Senesh. *Our Working World–Cities.* *Audio-Visual* *Our Working World–Cities,* A.V. Kit. *Keeping Cities Up to Date,* Filmstrip. *What Keeps People Together?* Filmstrip.

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Did the invention of machinery increase the use of newcomers? If so, how? Immigrants Appalachians Blacks Indentured servants Slaves	Discuss why many immigrants were needed for work in our cities. List the kinds of jobs that were available to people on farms and in factories. Give possible reasons why some people were hired to work in factories while others were not. Read books to find out the difference between an indentured servant and a slave. Tell which would have more advantages.	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Hanna. *Investigating Man's World–Local Studies.* MacDonald. *One Plus One–Learning About Communities.* Smith. *The Earth and Man.* Weaver. *People Use the Earth.*
What is the difference between a skilled and an unskilled laborer?	Use the dictionary or glossary to define the terms *skilled laborer* and *unskilled laborer.* Cut pictures from magazines and classify them showing laborers who are skilled and unskilled.	
What are some things that unskilled laborers can do today that might give them a better job?	Discuss the importance of unskilled laborers and skilled laborers in the development of cities. Gather information from such places as Baltimore City Public Schools Personnel departments of large corporations; e.g., Bethlehem Steel Black and Decker McCormick Spice	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
In what condition is the man-made environment of the center section? How did it get this way?	Take a tour and/or view films and pictures to see the physical conditions of the city.	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Follett. *Exploring World Communities.* Hanna. *Investigating Man's World–Local Studies.* Hanna. *Investigating Man's World–Metropolitan Studies.* Senesh. *Our Working World–Cities.* Stanek. *Man and His Cities.*
Do you see a need for improving the city? If so, in which section or sections?	Discuss and analyze the following: The sections of the city where improvements are needed What improvements are needed and why Reasons why the center city would need rebuilding before the middle and outer sections	
What improvements in our city and other cities are needed most by the people? Why?	Illustrate how each of the following could be improved to meet the needs of the people. Houses Services Sanitation Schools Hospitals and clinics Recreation Transportation	*Audio-Visual* *Towns and Cities*, A.V. Kit. *Our Working World–Cities*, A.V. Kit.
	Write a cooperative letter to obtain information about city improvements. Write to such places as Greater Baltimore Committee, Housing and Community Development.	
What additional man-made features would you like to have in your neighborhood? In our city?	Illustrate and/or make a model of the features you would like to have in your neighborhood. Discuss.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Is city government necessary? Why or why not?	Use two groups (one with a leader and one without) to role-play a situation in which everyone is complaining about an unsanitary condition such as throwing trash in yards or streets; or an unsafe condition such as the absence of traffic rules. Discuss which group was able to reach a decision about solving the problem and why. Show a filmstrip such as *The City and Government*. Discuss.	*Pupils* Boyce. *Towns and Cities.* Fielder. *Inquiring About Cities.* Follett. *Exploring World Communities.* Hanna. *Investigating Man's World–Metropolitan Studies.* Senesh. *Our Working World–Cities.* Stanek. *Man and His Cities.* *Audio-Visual* *Towns and Cities,* A.V. Kit. *Our Working World–Cities,* A.V. Kit.
Who are our leaders in city government?	Identify the following leaders in our city government: mayor, city councilmen.	
How are they selected?	Read to find out how we choose leaders to represent the people of the city.	
What responsibilities do citizens have in selecting leaders?	Recall the activities of the groups or clubs to which you belong. Discuss the following: What made the members choose leaders? How were the leaders selected? How were the leaders voted upon? Secret ballot Show of hands How did the leaders behave with the members? What interest did the leaders show in solving problems affecting the group?	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What kinds of services are offered to people in cities? Where are these services located?	View filmstrips, observe study prints, or plan a tour around the city to identify some of the services provided. Protection Clinics Hospitals Playgrounds Recreation centers Libraries Discuss how these services are helpful to people.	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Hanna. *Investigating Man's World Metropolitan Studies.* Senesh. *Our Working World—Cities.*
Do all people need the same services? Why or why not?	Give the children sample situations of families including the extended and communal family. Have the children list the needs of each age group.	
What agency provides services for people in your community? What services does it provide?	Locate agencies in your community. Interview a representative of a local agency to find out what services it provides.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some conditions that face city governments today? Our city Other cities	Take a tour, collect newspaper articles, view films and pictures to develop concepts about Blighted areas Crime and violence Drug addiction Alcoholism Each of four groups in the class selects one of the above conditions or uses a problem which it thinks exists. Use books, pictures, drawings and/or resource people to help present information. E.g., How more people in the city create problems What makes a blighted area Why children vandalize property	*Pupils* Boyce. *Towns and Cities.* Educational Research Council. *The Metropolitan Community.* Fielder. *Inquiring About Cities.* Senesh. *Our Working World—Cities.*
What are some things you might do to help solve some of the problems of the city? What are some choices you can make?	Make a picture chart depicting some city conditions that need to be improved. List and discuss suggestions for ways in which you would try to solve some of the problems. Discuss how the following would be utilized in the solutions suggested: People — Land Ideas, talents, skills — Money	*Pupils* Fielder. *Inquiring About Cities.* Viereck. *The Third Planet—People Using the Earth.* Weaver. *People Use the Earth.*
What resources are needed by the city government to solve these problems?	Read, view filmstrips, to find out: How city government utilizes land, money and the ideas, talents and skills of people to improve city conditions How city government obtains the money it needs to improve city conditions	

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FOCUS: OUR CITY—A CENTER OF EXPANSION AND CHANGE

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some concerns of the planners for Baltimore's future?	Review some of the problems of our city. Chart some of these problems that must be considered when planning our city's future. Explain reasons for your answers.	*Pupils* Boyce. *Towns and Cities.* Fielder. *Inquiring About Cities.* Follett. *Exploring World Communities.* Quigley. *We Live in Communities.* Senesh. *Our Working World—Cities.*
Of what importance is the use of land in the future of Baltimore? Other cities?	Locate the meaning of the concept of megalopolis.	
What is a megalopolis?	Study density maps or graphs to determine the necessity for wise utilization of the land by city planners.	*Audio-Visual* Hubbard Metropolitan Base.
How can using the talents and skills of many people affect the future of our city? Of other cities?	Discuss or illustrate how the following services can be provided in the future: Transportation Education Communication Health Recreation	
Of what importance are people in the planning of our city's future? Other cities? What part do leaders play? What part do other citizens play?	Read information and interpret pictures in text to understand how people work together to plan cities.	
What changes would you make for the future of our city?	Role-play the following situations: Staff meeting of all city planners. Specialists in all areas (housing, transportation, education, health, recreation, human relations) are invited to submit plans for Baltimore's future. Use films, pictures, filmstrips, drawings, murals, charts, etc.	

GLOSSARY

BOUNDARY – a line that separates one area from another. Rivers or lakes may form natural boundaries or a boundary which is artificially established may not be seen at all.

CENTER CITY – the oldest part of the city. It may be in the center of the city or it may not.

CENTRAL BUSINESS DISTRICT (CBD) – that part of the city that has the largest banks, stores, offices, government buildings, theaters, and other businesses.

CITIZEN – a person who is born in a particular nation or one who has become a citizen by the laws of the nation. He is given certain rights.

CITY PLANNERS – a group of people who plan for the entire city. They make plans to try to solve city problems. They are usually specialists in the areas of education, housing, etc.

COASTAL – land near the coast.

COLONIST – a person who settles in another country and is still a citizen of his native country.

COMMERCIAL AREA – section of a city or town where businesses operate.

COMMON INTERESTS – ideas and/or activities that people share.

CONFLICT – disagreement among people or groups.

CULTURE – ways in which people live.

CULTURAL VALUES – customs and beliefs that are important to people.

CUSTOMS – certain life-styles practiced over a period of time among groups of people.

DIVISION OF LABOR – each worker does the part of work he can do best in an effort to finish a task faster.

DOWNTOWN – the central business section of the city.

ELECTED – chosen for a position by the vote of the people.

EMPLOYMENT – working for wages.

EXPLORER – someone who travels in unknown areas in search for new land and new ways of living.

FIRST PEOPLE – the earliest known people to settle in what is now called America (Indians).

GOODS – anything of value to people.

GOVERNMENT – a group of people chosen to be the leaders of a city, state, or nation. They help to make laws to protect all people.

HOUSING – homes in which people live.

HUMAN RELATIONS – the interaction among people.

IDEA – that which is thought of by a person.

IMMIGRANT – a person who leaves his native land to live in a new country.

IMPROVE – to make better or to be in a better state or position.

INCOME – money a person gains from capital labor.

INCREASE – to add or to make more.

INTERACTION – the involvement of people with one another.

INVENT – to make something that hasn't been made before.

LAND USE – the way people use the land. E.g., farming, housing, etc.

LOCATE – to find.

MACHINERY – machines and/or tools.

MAYOR – the person who is the head of the city government.

MIDDLE SECTION – the section of the city that is built just outside the inner zone. The buildings are usually old or new.

MINERALS – resources found in the earth. E.g., iron, gold.

MOUNTAIN – a land form that is rocky and higher than a hill.

NEIGHBORHOOD – a section in a city where people live together.

OUTER SECTION – the newest section of the city just outside of the middle zone. It is the suburbs of the city.

PLAIN – a large flat area of land; usually suitable for people to make a living.

POPULATION – people who live in a certain area.

POPULATION CONCENTRATION – the number of people living in a certain area.

POPULATION DENSITY – a condition that shows the relationship of the number of people who live in an area with the amount of space available.

POVERTY – a condition wherein people are usually without enough money to take care of basic needs.

PROVIDE – to give, to sell, or to make available.

PUBLIC TRANSPORTATION – any vehicle or facility that can be used to move all people from place to place.

REHABILITATION – the act of trying to improve conditions. To make a neglected situation better.

RELIGIOUS FREEDOM – being allowed to worship as one desires.

RESTORE – to bring to life again, to revive; i.e., to make the city attractive again.

SERVICES – help for people that is provided by workers who are usually paid for their performance.

SKILLED LABORER – a person who has the ability to do a job well.

SLAVE – a person who is bought and sold. He works for his owner without pay. He has no rights as a citizen.

SPECIALIST – a person who is especially trained for a particular job.

SUBURB – an area just outside of a large city. Some suburbs are cities within cities.

TAXES – money paid to a government from any legal source of income; i.e., wages, property, etc. Taxes pay for services to the people.

TRANSPORTATION – a way of moving people from one place to another.

UNEMPLOYMENT – without work, not receiving wages.

URBAN – having to do with a city. E.g., *urban* living is living in the *city*.

URBAN RENEWAL – tearing down old neighborhoods and rebuilding or replacing them with new buildings, services, etc.

WAGES – money paid for work.

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Textbooks

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An excellent account of how people live in communities throughout the world. The text includes at the end of each chapter evaluation exercises which use the inquiry-conceptual approach. Very comprehensive for the very young child.

Boyce, Ronald R. *Towns and Cities.* Palo Alto, Calif.: Field Educational Publications, 1970.
A study of cities with an interdisciplinary approach. An excellent opportunity for students not only to acquire knowledge about cities, but also to become conscious of their heritage, social and cultural values, and to recognize their present environmental needs.

Brandwein, Paul. *Social Sciences: Concepts and Values.* New York: Harcourt Brace Jovanovich, 1970.
An excellent base for concept and value seeking. Provides opportunities, utilizing a variety of concept development skills, for the student to inquire into the nature of man and his behavior in his environment. Pictures of human behavior around the world would provoke questions and problem-solving activities because of the relationship to the pupil's own experience.

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Includes traditional and inquiry-oriented material. The contents and photographs are designated to utilize situations and topics of interest that can easily be related to the pupil's experience. An effective approach to the basic social studies concepts.

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A text from the Holt Databank Series. Presents the characteristics of cities around the world: different kinds of cities, their location, the changes in cities, and how people have adjusted to the environment of cities.

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Good pictures for First People and Early Settlers. Develops idea of how trade builds a city and why a city grows. Also includes a section on immigrants.

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Designed to reflect the lives of all children today. Based on psychological theory of self-concept, the stories and pictures give the student a way to build his own self-image. A very comprehensive approach to developing a sense of pride in the students.

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An informative, simple text designed to encourage children to study local communities, villages, towns, and cities using an interdisciplinary, conceptually structured, and inquiry-oriented approach.

———. *Investigating Man's World—Metropolitan Studies.* Glenview, Ill.: Scott, Foresman & Co., 1970.
An extension of *Local Studies.* Large cities in the United States, as well as metropolitan areas of foreign cities, are used as models.

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Cities of the world in terms of the forces which operate to determine progress. Includes the city as a marketplace for goods and services, city governments, problems of cities, and designs for future cities, etc. It provides an opportunity for pupils to analyze problems of other cities to see how they relate to their own experiences.

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A colorful presentation of pictures, stories, and factual information to help the young child to understand that families throughout the world have varying life styles but all families have certain ideas and behaviors that are similar. Includes provocative questions to help the pupils to understand basic concepts.

Shah, Romesh. *Communities Around the World.* New York: William H. Sadlier, 1971.
An inquiry approach to studying about the different cultures of the world. The text draws upon a spectrum of disciplines to help students to develop systematic and creative ways of understanding today's world. The stories are highly dramatic and especially entertaining to children.

Smith, Marion H. *The Earth and Man.* Grand Rapids, Mich.: Fideler Co., 1970.
A colorful and comprehensive discovery approach to learning about the physical earth, the earth as man's home, and how he uses the earth to meet his needs. Excellent pictures and reading materials to give the pupils an opportunity to develop skills of thinking, constructive values and attitudes, and understandings of conceptual words and terms.

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A simple but comprehensive treatment of man's life in the city. Illustrations include photographs, drawings, and paintings. Provides pupils with inquiry-oriented activities utilizing the social studies disciplines: history, anthropology, sociology, economics, political science, and geography.

Viereck, Philip. *The Third Planet—People Using the Earth.* New York: Macmillan Co., 1971.
The text provides a variety of activities for the mature reader to understand how people in different parts of the world adjust to the environment. It compares the land forms, climate, and resources of many sections of the earth. Pictures are used for inquiry and making decisions. An excellent opportunity for pupils to understand various life-styles of man.

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Includes appropriate text, illustrations, and activities to help develop an understanding of the need for the wise use of natural resources and the problems which confront cities.

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A collection of poems and photographs about city people and city sights.

These poems and the pictures were selected by children in inner-city schools. They emphasize the drama of city life as these children know it.

McWilliams, M. *Let's Go to Build a Highway*. New York: G. P. Putnam's Sons, 1970.
Step-by-step description of the building of a highway, giving much detail about machines, materials, and workmen involved.

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The streets in a big city become the theme of this easy-to-read picture book. It tells of the kinds of people who use the streets, what kinds of buildings are found on the streets, and what important things are found under city streets.

Robinson, Barry. *On the Beat*. New York: Harcourt Brace Jovanovich, 1968. (2-3).
An account of how the policeman functions in a community, helping people with problems, protecting lives and property, enforcing the law, etc. Tells also of his training.

Schere, Monroe. *Your Changing City*. Englewood Cliffs, N.J.: Prentice-Hall, 1969. (3-6).
Up-to-date book on the urban problems of today. Some historical background is given.

Schneider, Herman and Nina. *Let's Look Under the City*. Reading, Mass: Young Scott Bks., 1965. (3-5).
Detailed but easily understood account of the water main and city water system (including sewage), electric cables and city electrical system, gas pipes and mains, and the telephone wires and cables, all underground. Also includes the work of plumbers and electricians during installation and how citizens contribute to the cost of these city services.

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Trenton, New Jersey, is the subject of this photographic essay. The text tells of one city's problems and efforts of the people involved in trying to solve them. Excellent photographs of the city and of people working and living there complement the text.

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The result of an experimental photography project carried out by nine boys in the seventh grade in a New York City public school. These photographs show the city and the life style of the ghetto. The text is taken from a tape recording session which the boys wrote themselves.

Williams, B. *I Know a Mayor*. New York: G. P. Putnam's Sons, 1967. (2-4).
The class presidents of a school take a trip to city hall to learn about city government. During the visit they meet the mayor, see some of the men and women at work in various departments, and learn about other civil workers who do not work in city hall.

Fiction

Binzen, Bill. *Miguel's Mountain*. New York: Coward, McCann & Geoghegan, 1968. (1-4).
A pile of dirt left on a lot becomes the favorite play spot for Miguel and his friends. When they learned that it was going to be moved by the city, Miguel wrote a letter to the Mayor and got rewarding results.

Clymer, Eleanor. *The Big Pile of Dirt*. New York: William Morrow & Co., 1968. (2-5).
An empty lot where the demolished building had stood became a dumping ground where the children played until a group influenced the Mayor to have it made into a park.

Heit, R. *Building That Ran Away*. New York: Walker Publishing Co. (1-4).
An old apartment building surrounded by skyscrapers decides to rebel against being torn down in the name of progress.

Hill, Elizabeth. *Evan's Corner*. New York: Holt, Rinehart & Winston, 1967. (2-4).
Evan wanted a place of his own but eight people lived in his apartment. His mother solved his problem as best she could by giving him first choice to a corner of a room which Evan dressed up with a picture, a weed in a glass for a plant, orange crate furniture, and a pet turtle.

Hopkins, L. *City Talk*. New York: Alfred A. Knopf, 1970. (2-5).
A collection of unusual verse form created by boys and girls in and around urban centers.

Keith, Eros. *A Small Lot*. Scarsdale, N.Y.: Bradbury Press, 1968. (K-2).
A small lot in a city is favored by two little boys who want to keep it from being used to house a business. They solve the problem and manage to keep their lot with very little effort.

Mathis, Sharon. *Sidewalk Story*. New York: Viking Press, 1971. (3-5).
Little Etta Allen, age nine, tries to help her best friend, Tanya, who, with her mother and six brothers and sisters, is being evicted from the apartment next door.

Snyder, Anne. *50,000 Names for Jeff.* New York: Holt, Rinehart & Winston, 1969. (3-5).
A ten year old boy from the inner city takes on his city's bureaucracy and wins. A timely story with the frustrations of ghetto life clearly presented.

Steptoe, John. *Train Ride.* New York: Harper & Row Publishers, 1971. (3-4).
Only Charlie, in the group of New York inner city children, had been to the city; so he felt capable of taking the rest of the boys on a subway ride in order that they might see what the city was like. The stolen subway ride and the fun of the big city was well worth the punishment received when they returned home.

Wagner, Jane. *J. T.* New York: Van Nostrend Reinhold Co. 1969. (3-6).
J. T., a young product of the New York inner city, finds an old alley cat, one-eyed and near dead. He becomes interested in the cat, protects him, and nurses him back to health in a secret place within a condemned building. When the cat is killed because of the prank of some cruel boys, it takes the love and understanding of his family and friends to give J. T. happiness again.

Walter, Mildred. *Lillie of Watts.* Los Angeles: Ward Ritchie Press, 1969. (3-6).
An unforgettable eleventh birthdate. Nothing seemed to turn out right. Because she was responsible for letting out the cat that belonged to her mother's employer, Lillie was told, "Find the cat, and don't come back until you do!"

AUDIO-VISUAL MATERIALS

Sound Films

Catalog Number or Publisher*	*Title*
Sd–618.3	Music of Hawaii, The
Sd–619.3	Music of Bali and the Phillipines, The
Sd–1646.2	Blue Dashiki, The: Jeffrey and His City Neighbors
Sd–1530.1	Boomsville
Sd–1661.2	Evan's Corner
Sd–1777.2	Slice of Bread, A
Sd–1368.1	Transportation by Freight Trains
Sd–1600.2	Wild River
Sd–1128.2	City and Its People, A
Sd–1190.2	Communications and the Community
Sd–1649.2	Farm Community, The
Sd–1425.1	Harbor, The
Sd–1198.2	Land of Immigrants
Sd–1665.2	Lonnie's Day
Sd–1200.1	Policeman Walt Learns His Job
Sd–1527.1	Why We Have Taxes: The Town That Had No Policeman

Slides

Catalog Number or Publisher*	*Title*
Ks–82	Baltimore City Life
Ks–80	Civic Center
Ks–58	Historical Baltimore
Ks–81	Port of Baltimore
Ks–77	Urban Renewal

Sound Filmstrips

Catalog Number or Publisher*	*Title*
Fr–291	Children Around the World Series
Fr–318	Getting To Know Me

Study Prints

Catalog Number or Publisher*	*Title*
Ps–74	City of Baltimore
Ps–212	Illustrated Black History
Ps–213	Contemporary Black Biographies
Ps–214	Historical Black Biographies

Exhibits

Catalog Number or Publisher*	*Title*
Ex–93	Elementary Land Form Models

*Numbers in this column are catalog numbers of materials available at Media and Technology.

GRADE FOUR

RATIONALE	TEACHING OBJECTIVES	EMPHASES	DISCIPLINES
Since economics is the study of how mankind produces and distributes goods and services in satisfying his wants and needs, it is a subject of importance to everyone. Clear ideas concerning economic concepts such as producer, consumer, supply and demand, our monetary system, and free enterprise should enable pupils to participate more fully in the urban scene. Furthermore, the study of economics includes an analysis of the money cycle and the market system. A comprehensible first look at these complex ideas will help pupils to understand the "why" of changes in prices, of lay-offs in employment, the wise use of money, and the importance of economics in our lives. A knowledge of simple budgeting will help pupils understand the problems that befall a person, family, city, state, or nation that uses money unwisely. Acquiring the ability to assess priorities and to distinguish between wants and needs may help pupils in adjusting unlimited wants to limited resources.	It is important that the teacher provide experiences that will enable pupils to understand: –The economic system of our country and the work of the economist –The meaning of goods and services and how people make use of them –Their role as producers or consumers of goods and services –The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	Economic system Goods and services Unlimited wants Limited resources Money as a medium of exchange Market system Free enterprise Money cycle Consumer protect on Public expenditure and income Taxes Local and federal budget	Economics History Geography Sociology Political Science

BEHAVIORAL GOALS

The pupil will be able

To define economics and tell what an economist does.

To make a short list of goods and services necessary for the survival of people who live in urban centers.

To describe briefly what is meant by production.

To make a chart showing the four chief factors of production.

To demonstrate what is meant by division of labor.

To discuss at least two ways people are interdependent.

To explain the free enterprise system.

To tell three things about barter, our first medium of exchange.

To make a picture chart about money, our medium of exchange.

To participate in a round table discussion on the importance of banks in our money system.

To make a chart showing the money cycle.

To tell the difference between profit and loss.

To explain the credit system.

To make a budget of his own resources.

To draw a diagram that illustrates a government budget dollar.

To name three contributions of technology to the progress of the economic system.

To demonstrate his knowledge of the economic system by producing and selling a product as a part of a class project.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are needs? Are needs and wants the same? Explain.	Study an exhibit of study prints depicting items that represent needs and wants of people. Classify the pictures into two groups: absolutely necessary in order to live; not absolutely necessary but desirable. Discuss: which pictures illustrate needs of people, wants of people, why; whether the needs apply to a person, a group of people, a city of people, all people; whether the wants apply to a person, a group of people, a city of people, all people. List additional examples of needs and wants of people.	*Pupils* Brandwein. *The Social Sciences–Concepts and Values.* Hanna. *Investigating Man's World–Metropolitan Studies.* *Audio-Visual* Rand McNally. *Interaction of Man and His Resources,* Study Prints. *Everyday Economics, Level 3,* Transparency Kits.
Are there certain things that determine how people satisfy their needs and their wants? If so, what could they be? Explain.	Imagine how the people in the following situations could resolve their problems of satisfying their need for food and shelter and their desire for entertainment. A group of people lost in a wooded area for several months with plenty of rainfall and many small animals. A group of people shipwrecked on a small rocky island with little vegetation and plenty of seafood. Discuss: how each group of people could satisfy its need for food and shelter and its desire for entertainment; whether each group would satisfy its needs and wants in the same manner; why or why not; and what determines how each group resolves its problems.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	
–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments		

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is the meaning of economics?	Find the meaning of economics. Compare definition with other references.	*Pupils* Brandwein. *The Social Sciences–Concepts and Values.* Hanna. *Investigating Man's World–Metropolitan Studies.* *Audio-Visual* Rand McNally. *Interaction of Man and His Resources*, Study Prints. *Everyday Economics, Level 3*, Transparency Kits.
Who is an economist?	Read to find who is an economist. Discover whether or not his investigations are important.	
What are goods?	Make a list of goods and services.	
What are services?	What is the chief difference between goods and services?	
Are all goods and services necessary to life? Why or why not?	Make a chart of goods and services necessary to life and unnecessary to life. Discuss your choices carefully. Notice how choices vary.	
What are some goods and services that are desirable but not necessary to life?		
What do we mean by production?	If you have an idea about the meaning of production, define the word by describing a method or result of production.	
What are the two kinds of workers?	Refer to your chart on goods and services. Try to describe the workers who produce these.	
What are the steps in the manufacturing of a product?	Try to list the steps, from the farm to the store, in producing and selling a pair of blue jeans.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Since economics is the study of how mankind produces and distributes goods and services in satisfying his wants and needs, it is a subject of importance to everyone. Clear ideas concerning economic concepts such as producer, consumer, supply and demand, our monetary system, and free enterprise should enable pupils to participate more fully in the urban scene. Furthermore, the study of economics includes an analysis of the money cycle and the market system. A comprehensible first look at these complex ideas will help pupils to understand the "why" of changes in prices, of lay-offs in employment, the wise use of money, and the importance of economics in our lives. A knowledge of simple budgeting will help pupils understand the problems that befall a person, family, city, state, or nation that uses money unwisely. Acquiring the ability to assess priorities and to distinguish between wants and needs may help pupils in adjusting unlimited wants to limited resources. It is important that the teacher provide experiences that will enable pupils to understand: –The economic system of our country and the work of the economist –The meaning of goods and services and how people make use of them –Their role as producers or consumers of goods and services	Money To pay for materials, labor, buildings, machines, etc. Capital–another name for money used in these ways Technology Methods used to complete jobs more quickly Trained people needed to manage factories, etc. Improve old skills Invent new materials	The production of all goods and services depends on labor. Labor Depends

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is a factor?	Find the meaning of *factor* in your dictionary.	*Pupils* Hanna. *Investigating Man's World–Regional Studies.* Viereck. *Web of the World.* Weaver. *People Use the Earth.*
What are the factors of production?	Decide upon the four most important factors that you have listed in your study about making blue jeans. Interpret the symbols of the factors of production. Compare and discuss your lists.	
What natural resources do producers in Baltimore use?	Take a trip to the harbor to see the ships with materials or ask a longshoreman or speaker from the Port Authority to talk to the class.	
How do the resources of other cities of the world compare with the resources of Baltimore?	Read about the problems of the African city of Nairobi in Kenya. Learn about the city of Osaka, Japan. Locate the cities on a map or globe. Discuss your findings.	
Is the outlook for production better in Osaka than in Nairobi? Why or why not?	Compare locations of the two cities in references to waterways. Decide which can receive raw materials more easily. Prove your answers.	
What is labor?	Read to find how the economist defines the term *labor.*	
Does this definition change your ideas about who are workers? Why or why not?	Debate this statement: "All workers are important, no matter what work they do."	
	Invite a speaker from a labor union to discuss the importance of workers.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	Ideas about division of labor Performing a job more easily by sharing work Assigning a part to one or more workers to make sharing work easier	As technology increased means of production, factories adopted the assembly line method and specialization. Assembly line Specialization

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Did early man have division of labor?	Make a chart listing the ways early man probably provided food for his family.	*Pupils* Davis. *Comparing Ways and Means.* Davis. *Investigating Communities and Cultures.* King. *Using the Social Studies.* Senesh. *Our Working World–Cities at Work.* *Audio-Visual* *What Is Automation?* Sound Film.
Has your family ever divided the work in your home?	Identify the job that each family member could have performed in order for the family to have food. E.g., hunting and killing large animals, small animals; butchering animals; cooking; picking berries; gathering nuts.	
	Discuss why each member had a job; how this could be described as division of labor.	
	Discuss situations wherein there was division of labor in your home.	
	Estimate how much time it would have taken to complete the job if the work had not been divided.	
	Estimate how much time it took to complete the same task dividing the labor.	
	Estimate if time was saved by members of your family working together to complete the task. If so, how much time? Make a chart of your findings.	
How did the pioneers in this country use the idea of division of labor?	View filmstrips or read to find the ways in which pioneer families used the principles of division of labor.	
	Discuss the involvement of entire families and villages in this process.	
What is an assembly line?	Observe pictures to learn about an assembly line.	
Would men on an assembly line be engaging in the same activity?	Read to find out what is specialization. Discover whether or not an assembly line requires specialization.	
Are there advantages of an assembly line and specialization?	Discuss the advantages and/or disadvantages of an assembly line and specialization. Prove your answers.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are the advantages of an assembly line and specialization?	Construct a class booklet about workers who produce goods and services. Assign to individuals and/or groups areas of specialization. Evaluate the assembly line process.	*Pupils* Davis. *Investigating Communities and Cultures.*
Do you know of any specialists who work alone?	Decide whether or not this statement is correct: Most specialists who work alone produce services.	*Audio-Visual* Eyegate. *Labor and Labor Unions.* Filmstrip.
	List specialists who work alone.	
What are some of the rights of workers?	List your ideas concerning good working conditions. Compare and discuss lists.	
What are some responsibilities of workers?	Debate this question: Are responsibilities as important as rights?	
What is a labor union? What are fringe benefits?	Invite a labor union representative to your class. Have him discuss the purposes of labor unions.	
Explain what is meant by self-employed.	List the self-employed people you know. What are the advantages and disadvantages of self-employment.	
What is interdependence?	Remembering that *inter* means *with each other,* try to define *interdependence.*	
What are some of the causes of our interdependence?	Prove or disprove this statement: Interdependence is increased by specialization of labor and growth of technology.	
Has technology made us more interdependent? Why or why not?	List some advances in technology that have made us more interdependent. Compare and discuss your list. Be sure to include early inventions.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	Women for making clothing, growing corn Fishermen for food, shelter Ways people are interdependent For goods–materials and finished products shipped from Farms to urban centers State to state Country to country For services–community services Water Waste collection Protection Schools, etc.	Interdependence in securing needs and wants is almost universal. Securing Universal
	Production of goods and services is assisted by our system of free enterprise (sometimes called capitalism) Free enterprise or capitalism–system in which the businesses which produce and distribute goods are Privately owned Operated for profit Has little direction or control from the government	Our system of free enterprise controls production and prices. Free enterprise Controls Capitalism Choices Meaning of free enterprise–our freedom to make business decisions and choices for ourselves

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Why did people become interdependent when they began to live in groups?	Contrast the wants and needs of a nomadic family with the wants and needs of people settled in villages. Give reasons for interdependence among and between villagers.	*Pupils* Bacon. *Regions Around the World.* King. *The Social Studies and Our Country.* King. *Using the Social Studies.* King. *The Social Studies and Our World.* Shah. *Communities Around the World.*
With whom is your family interdependent to supply your needs?	Make a chart of the people with whom your family is interdependent.	*Audio-Visual* Rand McNally. *Interaction of Man and Man,* Study Prints. Rand McNally. *Interaction of Man and His Resources.* Rand McNally. *Interaction of Man and His Environment.* *We Make Choices,* Sound Film.
Are self-employed people such as doctors, beauticians, and druggists independent or interdependent?	Discuss the question in the preceding column. Chart and evaluate your findings.	
Is interdependence important to us now? Why or why not?	List the objects on your desk and in your school room that you or your teacher could not make for yourselves. Try to find the origin of some of the objects.	
What do we mean by the free enterprise system or capitalism?	Investigate the meaning of the free enterprise system or capitalism.	
What freedom of choices do you have in your lives?	Discuss freedom of choice. Determine what freedoms of choice you have now, what freedoms of choice you will have when you are an adult.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are some other freedoms of choice that workers possess?	List your ideas about workers' freedom of choice.	*Pupils*
	Discuss these subjects: Did workers in the United States always have freedom of choice? Do workers everywhere have freedom of choice? Read to find proof for your answers.	King. *Using the Social Studies.*
Who can make more permanent changes by using his freedom of choices, the worker or the employer?	Discuss the freedom of choice that employers possess. Imagine what would happen if the employer of the father of a family might have to use one or more of his freedom of choices.	
How do the freedoms of all of us control the production of goods and services?	Many people wore boots last winter. Predict what would happen to a producer and his employees if shoes became fashionable next winter without any advance warning.	
How do consumers exercise their freedoms?	Analyze the following situations. Discuss how each relates to consumer freedom. Daniel's mother shops at the Circle Food Store because she feels the prices are cheaper than any other place. Mike's father will not buy beef this week. Beef is too expensive. Mrs. Green checked with the Better Business Bureau before she called a company to repair her roof.	
	Suggest additional situations illustrating consumer freedom. Prepare a bulletin display on this theme.	
What is consumer protection?	Investigate the roles of the following agencies in protecting the consumer: Consumer Protection Agency, Better Business Bureau.	
How is the consumer protected?	Write to the State Consumer Protection Agency for literature concerning legislation for consumer protection.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	Free enterprise controls production of goods and services Amount of production controlled by law of supply and demand Great demand for a product or service calls for a great supply If supply lessens, production lessens First medium of exchange–barter An exchange or trading of Goods for goods Services for goods Goods for services Services for services Still used in some parts of world Instead of barter people began to use things as a medium of exchange Objects people liked Animals people needed	People have always paid for goods and services with some kind of medium of exchange. Barter Medium of exchange

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Does production of a product decrease? If so, when?	Explain the law of supply and demand. Read newspapers and magazines, listen to the radio, and watch television to see how producers try to prolong the demand for their products. Share your findings with your classmates.	*Pupils* Davis. *Investigating Communities and Cultures.* Hanna. *Investigating Man's World–Regional Studies.* King. *Using the Social Studies.* Viereck. *Web of the World.*
Have you ever gotten anything through barter?	Have a class discussion about barter. Discuss these points: Your own use of barter Use of barter in pioneer days Necessity of barter in some countries Articles used for bartering	*Audio-Visual* *Our Working World–Cities: Supply and Demand,* Filmstrip.
How would you evaluate the system of barter as a medium of exchange? Could we secure our goods and services by bartering?	Consider and answer this question: If a man has worked for a week on an assembly line of an automobile plant, could his employer pay him with barter?	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What does money represent?	Draw a picture story to show what money really represents.	*Pupils* Brandwein. *The Social Sciences - Concepts and Values.* Hanna. *Investigating Man's World – Metropolitan Studies.* Hanna. *Investigating Man's World – Regional Studies.* Viereck. *Web of the World.* *Audio-Visual* *Money*, Filmstrip. *Money In the Bank and Out*, Sound Film. *Why We Use Money*, Filmstrip.
What are we actually wasting when we waste money?	Think of money you have recently wasted. Calculate roughly how much work in production of goods and services that wasted money really represents.	
What are some of the basic units of exchange in other countries?	Read to find the names of the basic units of exchange in other countries. Compare with ours.	
Do we need small coins? Why or why not?	Give reasons why our government makes coins that represent less than a dollar. Name the small coins we use and determine what fraction of a dollar they represent.	
Would it be hard for our nation to do without banks? Why or why not?	Invite a bank employee to explain the operation of the banking system to you. Some banks will give printed information about banking. Try to find such a bank.	
What services do banks provide for an urban center?	Make a chart of the services a bank gives to people who live in an urban center. Keep the chart so that you can add more services.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	Savings accounts Keep money in a safe place for use after a long time Resemble a loan to the bank The depositor receives pay (interest) for letting the bank use his money People may also save by buying U.S. Savings Bonds at a bank Banks also help in securing capital (another factor of production): money to secure needs of businesses Economists definition of capital: that which is needed to produce goods and services Money Buildings Equipment People who wish to produce goods or services Do not always have money to buy Buildings Machinery Raw materials Goods to sell Transportation Money to pay labor	Capital is absolutely essential in the production of goods and services. Absolutely Essential There are several ways by which people who wish to produce goods and services may secure capital.

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
		Pupils Brandwein. *The Social Sciences–Concepts and Values.* Hanna. *Investigating Man's World–Metropolitan Studies.*
Do you understand what economists mean by *capital?*	Read to understand the place of capital in business.	
Do producers of goods and services need capital? Why or why not?	List capital needs of producers of goods and services. Tell how each need is fulfilled.	
After a business is established, for what does the owner still need money?	Think of what a producer may need to keep production or selling moving.	
Where does he get it?		

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Since economics is the study of how mankind produces and distributes goods and services in satisfying his wants and needs, it is a subject of importance to everyone. Clear ideas concerning economic concepts such as producer, consumer, supply and demand, our monetary system, and free enterprise should enable pupils to participate more fully in the urban scene. Furthermore, the study of economics includes an analysis of the money cycle and the market system. A comprehensible first look at these complex ideas will help pupils to understand the "why" of changes in prices, of lay-offs in employment, the wise use of money, and the importance of economics in our lives. A knowledge of simple budgeting will help pupils understand the problems that befall a person, family, city, state, or nation that uses money unwisely. Acquiring the ability to assess priorities and to distinguish between wants and needs may help pupils in adjusting unlimited wants to limited resources. It is important that the teacher provide experiences that will enable pupils to understand: –The economic system of our country and the work of the economist –The meaning of goods and services and how people make use of them –Their role as producers or consumers of goods and services	May secure money to start By borrowing from a bank Banks lend money from savings accounts and make profit by charging higher interest than they give savers By getting people to invest their money in the business by buying shares of stock–statements of how much money they have put in the business By securing loans from the national government May secure money to continue production by Selling his goods or services to people who have earned money Establishing prices higher than cost of product Profit–money remaining after all the costs of running a business have been paid If money received through sales cannot pay expenses, the business is operating at a loss	To make a profit is the aim of all producers of goods and services in a capitalistic nation. Profit Capitalistic

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Read to discuss three ways in which a person can secure money to start production.	*Pupils* Hanna. *Investigating Man's World–Metropolitan Studies.* Senesh. *Our Working World–Cities at Work.* *Audio-Visual* Wasp. *What Is Profit?* Filmstrip.
What is the money cycle? Why is the circulation of money called the money cycle?	Make a chart showing how money goes from producers to workers and back again to producers when workers purchase their goods and services. Write a paragraph explaining the charts. Share and discuss.	
What is profit? What is loss?	Give simple examples of buying and selling at a profit and loss.	
What is the difference between profit and loss?	What are some expenses that must be paid before there is a profit or loss? Don't forget that wages, even for the owner, must be counted.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	If producers cannot make a profit, they can Secure financial help Change their selling methods Go out of business Market system Wherever goods and services are sold, that place is a part of the market system of an urban center All the markets that supply goods and services to a city, state, or country compose the market system Depends on Competition in Supply Demand Price Persuading customers to buy Wages of workers Profit made by middleman	The market system functions to supply goods and services required by a very large number of people. Market system Supply Demand Competition

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
		Pupils Brandwein. *The Social Sciences–Concepts and Values.* Davis. *Exploring the Social Sciences–Comparing Ways and Means.* Senesh. *Our Working World–Cities at Work.* Viereck. *Web of the World.* *Audio-Visual* *Our Working World–Cities at Work: Market Place of Goods and Services,* Filmstrip. Wasp. *What Is Profit?* Filmstrip.
What is the market system?	Read to find the meaning of market system. Discuss findings.	
Have you ever been a part of the market system?	If you have been a part of the market system, tell your classmates about your experiences.	
	List all the places near your school that belong to the market system. Write whether they provide goods or services.	
Upon what does the market system depend?	Competition is the life of trade. Do you believe this statement? Why or why not?	
What is competition?	Finish these statements: Small demand and large supply cause _____ in price. Large demand and small supply cause _____ in price. Give reasons for your answers.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is a middleman?	Read to understand the term *middleman.*	*Pupils* Brandwein. *The Social Sciences–Concepts and Values.* Davis. *Investigating Communities and Cultures.* Senesh. *Our Working World–Cities at Work.* Viereck. *Web of the World.*
Do farmers lose when dealing with middlemen? If so, how much?	Gather statistics to find out if you think the farmer's share in the price of bread is large enough. Prove your answers.	
When have you or your family dealt directly with a producer?	Recall the times when you bought goods directly from the producer. Analyze and evaluate this experience.	
What is a shorter word that means technology?	Look in a glossary to find the meaning of *technology.* Then write your own definition.	
How does technology protect our natural resources?	Learn how scientists help to increase the harvest of agricultural products.	
	Read to find out how scientists have learned to get water, purify it, and distribute it to workers and producers. Analyze and discuss; then make a chart of your own.	

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–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments		The complex problems of transportation are being solved by the efforts of technologists. Production Consumption Distribution Technologists
	Ability of people to buy goods and services of great importance to economic stability of city, state, or nation Controlled by money consumer has Varies greatly among workers	The economic progress of a city, state, or nation depends largely on ability of producers to purchase goods and services for themselves. Economic progress Economic stability

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Are there problems of transportation related to the production and distribution of goods and services? If so, what are they?	List the methods of moving people and goods into an urban center and within an urban center. Discuss the problems involved in this transportation. Hypothesize above possible solutions to these problems.	*Pupils* Viereck. *Web of the World.*
Are there problems of transportation which trouble consumers? If so, what are they?	Debate this subject: The importance of transportation to the consumer.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is the difference between skilled and unskilled labor?	Make a picture chart showing types of skilled and unskilled labor. Discuss the difference between the two types of labor.	*Pupils* Senesh. *Our Working World–Cities at Work.*
Can an unskilled laborer become a skilled laborer?	Interview a counselor from a high school in your region or a representative from an employment agency to discover some ways in which an unskilled laborer can become a skilled laborer.	
Do you think children should remain in school as long as possible? Why or why not?	Discuss this statement: Learning is a serious business. Tell why you do or do not agree.	
Which laborer receives the higher wages, the skilled or unskilled laborer? Why?	Remembering that money is a measure of value, give reasons for difference in pay.	
What other workers receive higher pay?	List kinds of workers who earn higher pay than many people. Decide whether you think they deserve more money.	
Do you think the owner of a business should receive a greater share of the profits than his employees? Why or why not?	Give reasons why or why not the owner of a business should receive a larger salary than any of his employees.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	Law of supply and demand applies to workers Many workers equipped for same job can result in some not being hired	
	Every producer of goods and services is also a consumer of goods and services Choices are important when consumer spends money to meet his needs and wants Choices are based on our set of values–everyone has unlimited wants and limited money or resources	Right choices in spending money contribute to the financial progress and comfort of a family. Unlimited wants Limited resources Choices
	Making a budget A plan for adjusting expenditures to your income or a plan for spending your money Makers of budgets Children Private citizens Heads of business enterprise City, state, and national governments	

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How does the law of supply and demand apply to workers?	Find evidence to support the statement that the law of supply and demand applies to workers.	*Pupils* King. *Using the Social Studies.* Senesh. *Our Working World–Cities at Work.* Viereck. *Web of the World.*
Who would be more likely to find employment, a radio repairman or an expert in computers?	Use your knowledge of supply and demand to answer the questions in the preceding column.	
When are choices important?	Give evidence to support the idea that all the choices we make affect us.	
Are choices about spending money important? Why or why not?	Describe the ways in which the choices we make in spending money can help make us independent or dependent.	
What is a budget?	Read to find what a budget is. Discuss your findings.	
How would you budget a weekly allowance?	Make a budget for a weekly allowance of three dollars per week. Try to include savings. Analyze and compare your budget with your classmates' budgets.	
Do governments budget? Why?	Look in your text for a chart showing a government budget dollar. Analyze.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are priorities?	Read to find the meaning of *priority*.	*Pupils* Davis. *Investigating Communities and Cultures.*
Which should have priority, needs or wants?	Give reasons for your answer.	
Which of the needs you listed should have priority over the other needs?	List some needs that are important and some wants that you think are important. Explain why you chose these needs and wants as those that should have priority.	
Did you save any money? If so, for what have you saved it?	Have a dialogue between yourself and another classmate discussing choices you had to make while saving.	
Should families include savings in their budget if they can?	Gather information on why or how a family should save each week. Role-play a family discussing a plan for saving.	
What can families do with their savings?	Investigate to find at least three things families can do with their savings. Role-play.	
	Invite a representative from the Family Services Division of the Urban League to discuss family budgeting.	

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–The role of free enterprise in a democracy –The conflict between unlimited wants and limited resources –Money as a medium of exchange and standard of value –How budgeting reflects priorities in families and in local, state, and federal governments	Installment buying: a way to buy some of a family's needs or wants by Saving a small down payment Making small monthly payments Credit cards and charge accounts are similar to installment buying Installment buying secures one item Many things can be secured with credit cards and charge accounts Goods cost more when bought On installment plan With charge accounts or credit cards Customer must pay for credit	Installment buying and the use of charge accounts and credit cards are convenient, but they increase the cost of goods purchased. Merchandise Charge accounts Installment buying

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is installment buying?	Read to find the meaning of *installment buying.* Discuss.	*Pupils* Davis. *Investigating Communities and Cultures.*
What do people have to do first before they buy on an installment plan?	Recall your list of three things people can do with their savings. Did you include down payments? Discuss.	
Are there dangers in using charge accounts and credit cards? If so, what are these dangers?	Predict what too much use of charge accounts and credit cards will do to a family's budget.	
	Role-play what you think can happen to a family which Uses credit cards and charge accounts too much Uses credit cards and charge accounts once in a while Never uses credit cards or charge accounts	
	Analyze and compare the situations.	
Does buying on the installment plan or with the use of credit cards and/or charge accounts increase the cost of purchases? Why or why not?	Gather information on whether or not the installment plan or the use of credit cards and/or charge accounts increases the cost of the purchase.	
	Report to the class. Prove your findings.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Try to discover how much more a $300 television set would cost if you bought it on the installment plan. Discuss and compare your findings. Bring to school newspaper advertisements for prices of children's clothing. Pretend to buy an outfit for yourself. Try to discover how much you would pay for the clothes if You used a charge account and/or a credit card You did not use a credit card and/or charge account Chart, discuss, and compare your findings. Analyze. What conclusions can you draw?	*Pupils* Davis. *Investigating Communities and Cultures.* Hanna. *Investigating Man's World Metropolitan Studies.*
How does a government spend its money?	See how a city government spent its money during one particular year.	
Do cities, states, and governments need money? Why or why not?	Read to find whether or not governments need money. Make a chart showing services given to its citizens by a city, a state, and the federal government.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
The role of free enterprise in a democracy The conflict between unlimited wants and limited resources Money as a medium of exchange and standard of value How budgeting reflects priorities in families and in local, state, and federal governments	State and federal governments receive money from Income taxes Sales taxes (state) Bond issues Taxes on utilities (state and federal)	Money to furnish services to their citizens is acquired in many ways. Utilities Income taxes Bond issues
	Money received by urban, state, and federal governments is used to meet needs of citizens	For wise use of money received, all governments make budgets.
	All city, state, and federal governments make budgets for wise use of money	

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do governments get money to furnish services?		*Pupils* Hanna. *Investigating Man's World–Metropolitan Studies.* Viereck. *Web of the World–Interdependence of People and Places.*
From what sources do governments receive money? Why do they receive money?	Read several references to find out how governments receive their money. Chart your findings. Have a round table discussion to share your findings.	
Why do governments make budgets?	Discuss and prove this statement: Governments need budgets just as families do. The following is a suggested activity for using what you have learned. Organize class into a *company* to produce anything you choose. (Elect a president, vice-president, treasurer, manager, and any other officers you choose.) Each member of the company must buy a *share of stock* in the company–cost ten cents. Ask your teacher to act as a *bank*. Borrow a small sum from her to be paid back with *interest*. Have manager buy *raw materials* for *production*. After practicing, start *production*. Form an *assembly line*. Assign duties to groups. Figure *cost* of production. Set *price* of *product* high enough to make a *profit*. What other materials can you substitute in this entire process that will help you make a larger profit? Determine the cost of your product. *Advertise* your product if possible and sell to consumers. Did you make a profit? How much? Chart your steps in this process. Evaluate. Repeat or produce another product. Reëvaluate and draw conclusions.	

GLOSSARY

ASSEMBLY LINE – several workers performing different but related jobs that result in a finished product more easily or quickly.

BANK – a place that deals with money. Money may be saved, borrowed, and exchanged.

BARTER – trading by exchanging goods and services. Medium of exchange used before the invention of paper money and coins.

BUDGET – a plan for spending income over a certain period of time; i.e., weekly budget or yearly budget.

CAPITAL GOODS – man-made resources; i.e., buildings, machines, material used to produce goods and services.

CENSUS – records that contain an account of all the people in a city, state, or country. Lists of information about age, sex, and the type of job they might have. In our country, a census is taken every ten years.

CHOICE – the act of choosing.

CONSUMERS – people who buy and use goods and services.

COST – prices placed on goods and services.

CREDIT – buying goods and services on a long-time basis. Paying small amounts at a time until full price is paid.

DEMAND – goods and services that people want to buy.

DISTRIBUTION – dividing goods and services among people who can buy them.

DIVISION OF LABOR – dividing up work among workers so that each worker does part of the job. An effort to complete a job faster.

ECONOMICS – the study of how people produce and use goods and services to meet their needs and wants.

ECONOMIST – person who studies the way goods and services are produced, used and divided.

EXCHANGE – trading one thing for another.

FACTORS OF PRODUCTION – the four things that are necessary in producing services and goods: resources, labor, capital, and technology.

FREE ENTERPRISE – freedom to make business decisions for ourselves.

FRINGE BENEFITS – advantages, other than wages, gotten by working.

GOODS – materials that are made or produced to meet the needs and wants of the people.

INCOME TAX – money paid to a government from the money that is earned by working.

INTEREST – money paid for use of money.

LABOR UNIONS – organizations of workers to protect the interests of the workingman through their group action.

LOSS – the amount of money lost in a business transaction; not making enough money to cover expenses.

MANUFACTURING – turning raw materials into finished goods.

MARKET – to buy or sell.

MARKET PLACE – a place where goods are offered for sale.

PRODUCE – perform services or make goods for exchange.

PRODUCT – something produced by work.

PRODUCTION – the act of making goods or performing services.

PRIORITIES – things that are first in importance or order.

PROFIT – the amount of money gained in a business transaction after deducting all expenses.

RAW MATERIAL – material in its natural condition: not processed or manufactured.

RESOURCE – something that will satisfy a need.

SALARY – money paid to the person for regular work.

SOCIAL SCIENTIST – a scientist who studies how people live and work together.

SPECIALIZATION – the act of becoming expert in one kind of work.

STANDARD OF VALUE – the worth of goods and services in terms of money.

STOCKS – statements of how much money a person has invested in a business.

SUPPLY – goods and services that are for sale.

SYMBOL – a sign or thing that stands for something.

TECHNOLOGY – use of machinery and tools to better supply man's needs.

TRADING – exchanging goods for other goods or for money.

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Tarshis, Dick. *Modern Economics*. Boston: Houghton Mifflin Co., 1967.
An attempt to introduce innovations in our modern economic system to help the reader understand clearly the functions of the economy and perhaps become interested in studying economics.

Pupil References

Textbooks

Anderson, Edna A. *Communities and Their Needs*. Morristown, N.J.: Silver Burdett Co., 1972.
An excellent account of how people live in communities throughout the world. The text includes evaluation exercises at the end of each chapter using the inquiry-conceptual approach. Very comprehensive for the young child.

Bacon, Phillip. *Regions Around the World*. Palo Alto, Calif.: Field Educational Publications, 1970.
Presents an inquiry-conceptual approach to the earth as the home of man. Specifically concerned with the interrelationship of man and his natural surroundings. Photographs, maps, and diagrams give enrichment and visual reinforcement of the text.

Brandwein, Paul F. *The Social Sciences—Concepts and Values*. New York: Harcourt Brace Jovanovich, 1970.
An excellent base for concept and value seeking. Provides opportunities for the student to inquire into the nature of man and his behavior in his environment while utilizing a variety of concept development skills. Pictures of human behavior around the world would provoke questions and problem-solving activities because of the relationship to the pupil's own experience.

Davis, O. L. *Exploring the Social Sciences—Comparing Ways and Means*. New York: American Book Co., 1971.
Includes traditional and inquiry-oriented material. The contents and photographs utilize situations and topics of interest that can easily be related to the pupil's experience. An effective approach to the basic social studies concepts.

———. *The Economic Community*. New York: American Book Co., 1971.
A paperback book that explains the economic system in a very simple but comprehensive manner. Makes use of cartoons, diagrams, charts, colorful photographs, and graphs.

Ellis, Kim. *People in Communities*. Reading, Mass.: Addison-Wesley Publishing Co., 1972.
Part of the Taba Program. Pupils take a look at how people live in various communities around the world.

Hanna, Paul R. *Investigating Man's World—United States Studies*. Glenview, Ill.: Scott, Foresman & Co., 1971.
An informative though simple text designed to encourage children to study the United States using an interdisciplinary, conceptually-structured, and inquiry-oriented approach.

King, Frederick. *Using the Social Studies*. River Forest, Ill.: Laidlaw Brothers, 1972.
Centered around finding out how the various social scientists work to discover information about man and the societies he has created in the past and is in the process of creating today. Consists of a one-unit treatment of the following disciplines in this sequence: geography, anthropology, sociology, economics, political science, and history.

Senesh, Lawrence. *Our Working World–Cities At Work*. Chicago: Science Research Associates, 1967.
Cities of the world in terms of the forces which operate to determine progress. Includes the location of cities, the city as a market place for goods and services, city governments, designs for future cities, etc. It provides an opportunity for pupils to analyze problems of other ci es to see how they relate to their own experiences.

Shah, Ramesh. *Communities Around the World*. New York: William H. Sadlier, 1971.
An inquiry approach to study about the different cultures of the world. Draws upon a spectrum of disciplines to help students to develop systematic and creative ways of understanding today's world. The stories are highly dramatic and especially entertaining to children.

Viereck, Phillip. *Web of the World–Interdependence of People and Places*. New York: Macmillan Co., 1971.
Provides a variety of activities for the mature reader to understand how people and places in different parts of the world are interdependent. Makes use of the various disciplines to understand basic concepts.

Weaver, V. Phillips. *People Use the Earth*. Morristown, N.J.: Silver Burdett Co., 1972.
Interdisciplinary approach using the inquiry processes to study how man uses the earth–the uses and conservation of natural resources, the problems of cities in relationship to resources. Includes map skills and a glossary-index for social science terms.

Nonfiction

Gay, Kathlyn. *Money Isn't Everything*. New York: Delacorte Press, 1967.
The story of economics at work.

Gross, Ruth Belov. *Money Money Money*. New York: Four Winds Press, 1972.
The illustrations, many with dialogue, help to dramatize the text and make important facts easier to understand.

Hine, Al. *Money Round the World*. New York: Harcourt Brace Jovanovich, 1963.
Traces the development of money from the barter system to the use of coins. Explains U.S. money and the monetary systems of some other countries.

Kane, Elmer. *How Money and Credit Help Us*. Westchester, Ill.: Benefic Press, 1966.
Detailed and clear account of money and credit–what they are, how they help us, the problems they bring. History of money, development of modern money, and how the system of banking developed.

Lowenstein, Dyno. *Money*. New York: Franklin Watts, 1963.
Money and banking made understandable in terms of everyday living.

Maher, John E. *Ideas About Choosing*. New York: Franklin Watts, 1969.
Making economic choices. How earned income helps get us goods and services.

———. *Ideas About Money*. New York: Franklin Watts, 1970.
How money serves us: we earn money to buy things; we use money as savings. We use two kinds of money: currency or checking accounts.

Maher, John E., and Symmes, S. Stowell. *Learning About Why We Must Choose*. New York: Franklin Watts, 1970.
Includes the basic economic concepts of choice, goods and services, and supply and demand. It contains many examples to help children understand each concept.

Memling, C. *Seals for Sale*. New York: Abelard-Schuman, Ltd., 1963.
A little boy discovers the principles of supply and demand when he tries to go into business for himself.

Rossomando, Frederic. *Earning Money (Living and Working Together)*. New York: Franklin Watts, 1967.
How the money which people pay for services helps make up the paycheck of the serviceman. By working harder, the employee can provide better living conditions for his family.

———. *Spending Money (Living and Working Together)*. New York: Franklin Watts, 1967.
A detailed account of budget and how to spend wisely the money we earn.

Russell, Solveig. *From Barter to Gold*. Chicago: Rand McNally & Co., 1961.
Starts with pre-money era, goes on to explain barter and to trace the emergence of coins and paper currency.

Sootin, Laura. *Let's Go to a Bank*. New York: G. P. Putnam's Sons, 1957.
Will help children understand the functions of a bank in storing, investing, and transferring funds.

nek, Muriel. *How People Earn and Use Money*. Westchester, Ill.: Benefic Press, 1968.

Wade, William W. *From Barter to Banking*. New York: Crowell Collier Educational Corp., 1967.

Zimmerman, Naoma. *The Sleepy Town*. Chicago: Children's Press, 1957.
Dramatizes the changes made by a lively market place on a previously quiet, sleepy little village.

Fiction

Anderson, Juanita. *Charley Yee's New Year*. Chicago: Follett Publishing Co., 1970.
According to Chinese custom, Charley will be disgraced if he fails to pay his debt of $3.15 before the New Year's celebration ends.

Brenner, Barbara. *Five Pennies*. New York: Alfred A. Knopf, 1964.
With his five lucky pennies, Nicky could buy a lot of things.

Watson, Nancy. *Annie's Spending Spree*. New York: Viking Press, 1957.
Annie got a green paper dollar for her birthday.

Woolley, Catherine. *Two Hundred Pennies*. New York: William Morrow & Co., 1947.
In order to prove that he was old enough to own an electric train, David had to earn and save enough money to help buy the track.

AUDIO-VISUAL MATERIALS

Games

Catalog Number or Publisher*	*Title*
Benefic Press	Market, Simulation Game

Exhibits

Catalog Number or Publisher*	*Title*
Ex–98	Origins and Development of Money, The

Sound Films

Catalog Number or Publisher*	*Title*
Sd–1397.1	Cotton to Clothing
Sd–1175.1	Economics–It's Elementary
Sd–1110.2	Economics in Action
Sd–1154.1	Eggs to Market
Sd–1067.2	Everyone Helps in a Community
Sd–1406.1	Foods Around the World
Sd–1054.2	How Clothing Is Made: The Story of Mass Production
Sd–1248.1	Lumberyard, The
Sd–1682.2	Making the Things We Need
Sd–1189.2	Money in the Bank and Out
Sd–1591.2	Silk–Cocoon to Clothing
Sd–1137.2	Story of a Check
Sd–1157.1	Story of the Wholesale Market, The
Sd–1490.1	We Make Choices
Sd–1491.1	We Want Goods and Services
Sd–1129.2	What Is Automation?
Sd–1187.1	What's So Important About a Wheel?
Sd–1361.1	Why Communities Trade Goods
Sd–1528.1	Why People Have Special Jobs
Sd–1527.1	Why We Have Taxes
Sd–1531.1	Why We Use Money: The Fisherman Who Needed a Knife

Sound Filmstrips

Catalog Number or Publisher*	*Title*
Fr–229 - 230	Evolution of American Industry: Enterprise and Welfare. Part I & II
Science Research Associates	Our Working World–Cities At Work: Market Place of Goods and Services

Study Prints

Catalog Number or Publisher*	*Title*
Rand McNally & Co.	Interaction of Man and Man
Cook Publications	Learning About Money
Ps–167	Moving Goods for People in the City

Transparencies

Catalog Number or Publisher*	*Title*
	Everyday Economics

*Numbers in this column are catalog numbers of materials available at Media and Technology.

GRADE FIVE

RATIONALE	TEACHING OBJECTIVES	EMPHASES	DISCIPLINES
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government.	The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Need for government Local, state, and federal government Structure and function of government Constitutional authority Role of the voter Process of law making Interdependence of people and government Comparative governments	Political Science History Geography Economics

BEHAVORIAL GOALS

The pupils will be able to

- List at least two reasons why government is necessary in today's urban centers.
- Establish procedures for formulating a student government.
- Identify at least four contributions of ancient civilizations to our government.
- Define what is meant by a centralized government.
- Identify at least three characteristics of Western culture.
- Write a short class constitution.
- Describe at least two changes that have been made in the Constitution that insure the rights of minorities.
- Identify and give the duties of the three departments of government provided by the Constitution.
- Devise a method for and participate in an election process.
- Identify at least three qualifications of a voter.
- Explain briefly how elections are conducted in our country.
- Describe how an alien becomes a citizen of the United States.
- Describe three important changes in election rules that have benefited minority groups.
- Identify two political parties in our country.
- Identify the qualifications of the officials in our national government as specified in the Constitution; e.g., President, Vice President, Senators, Representatives.
- Identify characteristics for choosing a class leader.
- Describe at least three similarities between our national and local governments.
- State what change in age of voters was made by the United States Supreme Court on March 21, 1972.
- Describe three reasons for the growth of American cities.
- List at least five of Baltimore's problems.
- Draw a diagram showing the structure of Baltimore's government.
- Describe two methods by which the government of Baltimore secures money.
- Analyze at least three reasons for the concentration of minority groups in the central city.
- Define a megalopolis and indicate on a map areas that are or might be included in a megalopolis.
- List at least three problems of the government and of the citizens of a megalopolis.
- Identify on a map and describe a planned city near Baltimore and one in Brazil.
- Identify and analyze what is meant by "have nations" and "have-not nations."
- Identify, describe and compare at least three forms of government that exist in the world today.
- Write a short paragraph on how people and government are interdependent for the survival of the city.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government. The teacher, then, will provide learning activities that help the pupils to: – Formulate clear ideas of the function of government in the life of the individual – Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government – Understand the structure and function of city, state, and national systems of government in this country – Understand the power of the vote and the role of the voter in obtaining equal opportunity for all – Realize the interdependence of people and government for the survival of the city – Understand the various forms of government that exist in today's world	Reasons for government of today's urban centers To protect rights of everyone To protect value systems To provide services To enforce existing laws To make new laws for the good of all Nature of early government Customs served as rules Rules enforced by heads of families Councils of elderly men formed when early man settled in villages Met to make decisions Met to enforce laws and taboos Leaders chosen by early man in times of crises, such as disasters, floods, earthquakes, epidemics, and attacks by other villages Leaders may have been at the same time religious leaders, since people hoped to receive help from gods Nature of later governments Necessity for stronger government when cities began, because stability of cities depended upon ability of leaders to make and enforce laws	The people who set up rules or laws to guide, serve, and protect a group are called the government of the group. Service Protection Guidance Laws People living together have always had some form of government. Crisis Council Disasters Taboo

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Do you think government is necessary? Why or why not?	Role-play what would happen if there were no rules or leaders in a family, in a school.	*Pupils* Davis. *The Ways of Man.* Hanna. *Investigating Man's World–Metropolitan Studies.* Brandwein. *The Social Sciences: Concepts and Values.* Senesh. *The American Way of Life.*
Could citizens survive if there were no form of government?	Debate this question: Could people in the cities survive if there were no government?	
What were some forms of early government?	Read to find out the earliest forms of government. Evaluate their effectiveness. Make a time line.	
How did these forms of government compare with our government today?	Review governments of ancient Africa and American Indians. Read to find out about the government of the early Greeks, Romans, and Chinese. Make a chart of their contributions to our government.	
What is meant by a centralized government?	Find evidence to support the idea that to make and enforce laws for the protection of everyone, a government must have a leader (the center) surrounded by helpers.	

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVEL OPMENT OF THE CONCEPT THEME AND CONCEPTS
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government. The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Government of Western cultures characterized by Protection of individual rights Representative government Possibility of individual advancement Technological advancement Faith in private enterprise Pride in ownership of property Industrialization English colonists in North America Created, through revolution, the U.S.A. Continued Western culture Adapted the Constitution, based on a republican form of government, which is oldest continuously working constitution in the world	The United States developed its written Constitution as the basis of its democratic government. Document Basis Democratic Preamble

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some of the characteristics of Western culture?	Read to find the characteristics of Western culture. Discuss and list characteristics according to your ideas of their importance.	*Pupils* Bass. *Man and Society.* Brandwein. *The Social Sciences: Concepts and Values.* Davis. *The Ways of Man.* King. *How Our Government Began.* Moss. *Our Family of Man: Evaluation of Ideals.* Senesh. *The American Way of Life.*
Are all cultures equal in living conditions and technology?	Analyze a map of "Culture Regions." Investigate what is meant by *have* and *have-not* cultures.	
How would you describe the process of writing and adopting the Constitution? Who wrote the Constitution? Why was the Constitution written? How was it adopted? What difficulties were encountered before its final adoption?	View and discuss a filmstrip about the founding of the United States. Read to investigate and trace the steps in the writing and adoption of the Constitution of the United States. Discuss why the Constitution of the United States is an important document. Support your answer with evidence.	*Audio-Visual* *Writing The Constitution,* Filmstrip.
Would the Constitution (without Bill of Rights or Amendments) be a good basis for today's government?	Read and analyze the Preamble and the Constitution to find evidence in both to support this statement: "The writers of this document did not provide for a multiracial, multiethnic nation."	
Did the original Constitution guarantee the rights of all people? Why or why not?		
What changes have been made in the Constitution that insure the rights of minorities?	List and discuss the sections in the Bill of Rights and the Amendments which contribute to the idea of a real democracy and insure the rights of minorities.	

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government.	National Constitution provides for three departments of government Legislature–Congress Makes our laws Executive–President Carries out laws Judicial–Judges Interpret our laws	
	Congress, the legislative branch consists of Senate Two Senators from each state House of Representatives Number of Representatives dependent on population of each state	The Constitution provides for implementation of all phases of government. Implementation Phases
The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Executive branch consists of President and Vice President assisted by cabinet officers	

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are the departments of the United States government?	Read to find out what are the departments of our national government. Make a chart showing the departments of our government, their heads, and assistants.	*Pupils* Bass. *Man and Society.* Brandwein. *The Social Sciences: Concepts and Values.* Fielder. *Inquiring About American History.* King. *How Our Government Began.* Moss. *Our Family of Man: Evaluation of Ideals.*
What is the most important difference between our government and a government by a king?	Investigate how a new government would work. Evaluate this statement: Our government is a system of checks and balances.	
How many Senators and Representatives are elected from each state?	Read to find out how many Senators and Representatives are elected from each state. Find out who are the Senators and Representatives from Maryland. What are their duties and powers?	
Why does the number of Senators from each state remain the same, but the number of Representatives differs?	Predict what would happen if the number of Senators and Representatives from each state was decided upon by the population of each state.	
Why does the President need a Vice President and cabinet officers?	Read to learn the work of the President's cabinet officers. Make a chart showing the departments and bureaus in their charge.	
How are laws of the United States made?	Find out and diagram the steps in making a law. Debate this question: Are all these steps necessary to make good laws?	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government. The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Judicial branch consists of judges and courts Interpret laws Administer laws Officials of our government elected by qualified voters in each state Citizens in United States Should be interested in government Should vote, if possible, for the national, state, and local candidates of their choice Qualified voters of each state elect The President The members of the Senate The members of the House of Representatives	The definition of *qualified voter* has changed since the adoption of the Constitution. Adoption Constitution In our republican form of government all qualified citizens participate in the election of government officials. Officials Voters Qualified Election Participation Ballot Alien

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are the duties of the judicial branch of our government?	Read to find the structure, function, and location of the federal courts.	*Teachers* Simpson. *Racial and Cultural Minorities.* *Pupils* Bass. *Man and Society.* Brandwein. *The Social Sciences: Concepts and Values.* Hanna. *Investigating Man's World–United States Studies.* Moss. *Our Family of Man: Evaluation of Ideals.* Schreier. *The United States: Understanding Through Inquiry.*
	Write a paragraph on this question: Does the United States need a Supreme Court. Give good reasons supported by facts. Compare and discuss your opinions.	
At the present time, what are the qualifications of a voter?	Make a time line tracing the changes in qualifications of voters since the founding of the United States. Analyze.	
Have these same qualifications always existed?	Find out if every state now has uniform qualifications for voters.	
How are elections conducted in our country?	Invite a judge of elections to explain to your class the procedures involved in elections.	
	Form a club; choose candidates for office; have them speak on their qualifications; vote by ballot for the candidates you think are most suitable.	
What are the voting requirements for native-born citizens of the United States?	Find and chart the voting requirements for United States citizens.	
What is an alien?	Find the meaning of *alien* in a glossary or dictionary.	
How does an alien become a citizen of the United States?	Find out what is meant by *naturalization.* Then chart the steps by which an alien becomes an American citizen.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government. The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Federal judges Appointed by President Approval of Senate necessary Changes in election procedures since founding of country Rights of minority voters enforced Black vote in South Poll tax Grandfather clause Literacy tests Change in age of voters Women allowed to vote Use of voting machines Election of Senators by popular vote Change in age of voters Political parties Wish to determine the leaders of the country, state, or city Must have confidence of voters Call their principles their platform	Important changes in election rules have greatly benefited minority groups. People who favor certain principles of government form themselves into groups called political parties. Political parties Leaders Candidate Platform Issues

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Do you know of an alien who became a naturalized citizen?	Interview a naturalized citizen about the naturalization process. Report to the class. Role-play a naturalization scene using questions you think a judge would ask an alien. Read a description of a naturalization ceremony.	*Teachers* Simpson. *Racial and Cultural Minorities.* *Pupils* Fielder. *Inquiring About American History.* King. *Using the Social Studies.*
What minority groups have been prevented from voting in some states?	Investigate what minorities had been discriminated against by efforts to deprive them of their voting privileges.	
What efforts were used?	Determine the fairness or unfairness of these efforts.	
How successful were these efforts?	Evaluate the effect of these efforts on the states and on the minorities.	
Do you think the changes in election procedures could be called steps toward equal rights for all? Why or why not?	Find evidence to support or oppose the idea that changes in election procedures have been steps toward equal rights for all.	
What are some of the issues affecting cities that are involved in the policy-making decisions of political parties?	Discuss the meaning of *issues*. Collect newspaper articles; discuss and make a chart about all the issues you know of that are important to Baltimore City. Decide whether any or all of them are of importance to minority groups. State your reasons.	
What are the names of some of our political parties?	Gather information about the formation of political parties in this country. Discuss. Make a scrapbook of newspaper articles about today's political parties.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government. The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Qualifications of officials in national government as specified in Constitution President Must be at least thirty-five years old Must be native-born citizen of United States Must have lived in United States for at least fourteen years before election Vice President Must have same qualifications as President Senator Two elected from each state Must be at least thirty years old Must have been a citizen of the United States for at least nine years Must be resident of state in which elected Representative Number decided by population of state—each state has at least one Must be at least twenty-five years old Must have been a citizen for seven years Must be resident of state in which elected	The Constitution contains strict rules concerning the qualifications of holders of national posts. Qualifications

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why did the writers of the Constitution have different qualifications for the President, Senators, and Representatives?	Read to find out the rules restricting the choice of our President, Senators, and Representatives. Analyze and evaluate this information.	*Pupils* Bass. *Man and Society.* Brandwein. *The Social Sciences: Concepts and Values.* King. *Using the Social Studies.* Senesh. *The American Way of Life.*
	Predict what might happen if the age limit should be lowered.	
Could a woman become the President of the United States?	Read Article II, "The Executive Department," of the Constitution. Discuss.	
Why has a woman never been made President?	Read about the laws of the 1700's and the 1800's governing ownership of property, employment opportunities, and atendance at colleges and universities.	
	Discuss the status of women during the late 1700's and the early 1800's.	
	Find information about women who worked to obtain equal rights for all women in America; e.g., Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Alice Paul.	
	Define *suffrage* and *lobbyist.*	
	Pretend that you are living in the year 1912. Write a letter to President Taft defending or protesting the Anthony Amendment.	
Has a woman ever run for President?	Read and discuss the highlights of Shirley Chisholm's life.	
What roles do women play in national, state, and city politics today?	Review newspapers, magazines, books, and filmstrips to gather data.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are the characteristics of a leader?	Consult glossary or dictionary to learn meaning of *characteristics.* Divide class into groups to discuss and list characteristics of leaders. Compare and discuss lists. Name some people in Baltimore whom you consider leaders. Give your reasons. Form a governing group within your class. Elect leaders who have the characteristics you have decided upon.	*Pupils* Davis. *Asking About the U.S. and Its Neighbors.* Fielder. *Inquiring About American History.* King. *Social Studies and Our World* Moss. *Our Family of Man: Diversity of Ideals.*
Are all leaders honest? Why or why not? In what ways can a dishonest official hurt the people who elect him?	Investigate the ways in which dishonest officials can defraud the people of the nation, state, or city. Collect newspaper articles that discuss acts of dishonest officials.	
How can people help to prevent the election of dishonest officials? What are some devices used to remove ineffective officials? E.g., find out what is meant by *initiative, referendum, recall, secret ballot.*	Prove or disprove this statement: Selecting good leaders and voting for them insure honest government. Predict what would happen if every voter is willing to accept urban conditions as they exist.	
Do any other countries of the world allow their citizens to fully participate in self-government?	Make a chart showing examples of countries which do or do not allow full citizen participation in self-government. Explain.	
Are all the new nations of Africa complete democracies?	Read to find out about the governments of the new nations of Africa. Have a round table discussion.	
How does the Constitution help to avoid clashes between the state and national government?	Read and compare the powers given to the national government by the Constitution with those given to the states.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are the greatest differences between state and national laws?	Read and discuss the differences between state and national laws. Predict the consequences to our nation if the Constitution had not put definite restrictions on state laws. Role-play these consequences by dividing class into several groups (representing states) who pay no attention to class rules. Discuss and evaluate.	*Pupils* Davis. *Asking About the U.S. and Its Neighbors.* Fielder. *Inquiring About American History.* King. *Social Studies and Our World.* Moss. *Our Family of Man: Diversity of Ideas.* Senesh. *Our Working World: Regions of the United States.*
How does the government of our state resemble the government of the United States?	Read and gather information on the general framework of the government of a state. Observe differences; e.g., names of subdivision, names of legislative branch, number of counties, voting age. Chart the government of the State of Maryland.	
What change in age of voters for federal elections was made by the United States Supreme Court on March 21, 1972?	Investigate the recent change in the age of voters for federal elections. Predict what would happen if all eighteen year old persons voted. Make a survey of all the eighteen year old persons you know. Discover whether or not they voted in the last election. Make a class chart of your findings. Analyze.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What do *technological skill* and *industrial enterprise* mean?	Read to find out what is meant by *technology* and *industrial enterprise*. Discuss and make a chart of inventions and skills that caused increases in trade and industry. Choose three inventions that you think helped industrial enterprise very much. Evaluate your choices.	*Pupils* Fielder. *Man and Technology.* Hanna. *Investigating Man's World Metropolitan Studies.* King. *Social Studies and Our World.* Senesh. *Our Working World: Regions of the United States.*
Why and when did cities increase in population? How rapid was this increase?	Investigate the reasons why urban centers had grown. Discuss and evaluate this information.	
What special reasons did minority groups have for wanting to live in cities?	Prove that minority groups, especially Black people of the South, had special reasons for migrating to Northern urban centers. Evaluate the results of their efforts.	
What was the difference between the growth of cities after the Civil War and after World War II?	Interpret a population division chart to compare suburban and central city population of Baltimore at these times. Observe same for other cities. Give your conclusions.	
What are some of Baltimore's problems?	Read newspapers, view pictures, interview people, take a neighborhood walk and/or bus trip to discover Baltimore's urban problems; e.g., population density, inadequate housing, crime, social problems, and pollution.	
	List and chart the problems that are common to most areas of our city.	
	Form hypotheses whether or not life may be more difficult in the central city than in the suburbs. Try to prove your hypotheses.	

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TEACHING-LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
How does the government of Baltimore City resemble the government of Maryland and the government of the United States?	Analyze the governments of Baltimore and Maryland to find the reason why our country is called the United States.
What are some of the powers and duties of the School Board?	Investigate the duties of the School Board. Plan an interview with a member to find out his beliefs on education.
How does Baltimore's government secure money to run its various departments?	Analyze the tax dollar for any recent year–how it is received, how it is spent. Compare for several years. Evaluate.
What is meant by the city or state budget?	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Why do many people live in the suburbs of Baltimore?	Decide what is the most important reason for the growth of the suburban population of Baltimore. Give evidence to support your answers.	*Pupils* Hanna. *Investigating Man's World Metropolitan Studies.* King. *Social Studies and Our World.*
	Analyze population charts. Find evidence to support the idea that the area of Baltimore is too small for its population. Compare with Houston, Texas.	
What factors are involved in the condition of the central city?	Find on a map of Baltimore what land area represents the central city.	
	Take a bus tour of a section of the central city to observe conditions. Analyze, evaluate, and chart observations.	
What responsibility does city government have to inner-city residents?	Interview a city councilman from your district to find out how the City Council aids the residents of the inner city.	
	Gather information on the result of the migration to the suburbs. Discuss.	
	Debate this question: Is it fair for people to work in the city and pay low taxes because they live in the county?	
What reasons can you give for the concentration of Blacks in Baltimore?	Prove or disprove this statement: Well-paying jobs for members of minority groups would solve all their problems.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What efforts are being made to better conditions in the central city?	Read the legislative news and other newspaper articles to find evidences of government and agencies aiding the central city. Discuss and keep a scrapbook of these articles.	*Pupils* Fielder. *Inquiring About American History.* Hanna. *Investigating Man's World–Metropolitan Studies.* King. *The Social Studies and Our World.*
What is a megalopolis?	*Bos-ny-wash* is the name given to the megalopolis of which Baltimore is a part. Using a map or globe, try to interpret the meaning of *Bos-ny-wash.*	
What factor contributes to the making of a megalopolis?	Using a map or globe interpret the meaning of *San-los-diego*–a great megalopolis on the west coast of the United States.	
Why has Baltimore become part of a megalopolis?	Using a megalopolis map, observe the number of cities that may become a future megalopolis. Predict where an enormous megalopolis may develop.	
What problems must be solved by a city that is a part of a megalopolis?	List the problems of the government and of the citizens of a megalopolis. Describe the way or ways in which these problems affect or could affect you or members of your family.	

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	Minority groups in a megalopolis Have same disadvantages Few move to suburbs Crowding continues Transportation to jobs more difficult Inner-city schools inferior	The condition of minority groups does not improve as urban centers form a megalopolis.
The teacher, then, will provide learning activities that help the pupils to: – Formulate clear ideas of the function of government in the life of the individual – Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government – Understand the structure and function of city, state, and national systems of government in this country – Understand the power of the vote and the role of the voter in obtaining equal opportunity for all – Realize the interdependence of people and government for the survival of the city – Understand the various forms of government that exist in today's world	Governments of urban centers in other countries Are in accord with their national governments Republic Communist Dictatorship Limited monarchy Attempt to meet special needs of their citizens Conform to life-styles and ideologies of their new nations	The governments of cities in various parts of the world are different in many ways. Ideologies Life-styles

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Find evidence to support or deny these statements: *Bos-ny-wash* should not grow any larger. *Bos-ny-wash* is too large now.	*Pupils* Fielder. *Inquiring About American History.* Hanna. *Investigating Man's World–Metropolitan Studies.* Senesh. *The American Way of Life.*
How are some urban centers helping to solve their problems?	Read to gather information on how New York City, Los Angeles, or other cities are helping to solve the problem of a megalopolis.	
How do you think Baltimore can help solve some of its problems?	Discuss whether or not Baltimore can use some of the same methods or other methods to help solve some of its problems.	
How are Baltimore and the state of Maryland helping to solve some of the problems of its megalopolis?	Investigate the bills passed by the recent legislature of Maryland that will help solve these problems.	
How does living in a megalopolis affect minority groups?	Analyze and evaluate data showing the condition of minority groups in urban centers that form a megalopolis.	
What are some of the various forms of government that exist in the world today?	Investigate and compare the various forms of government in countries throughout the world.	
How and why do the governments of urban centers in various parts of the world differ?	Make a chart listing the advantages and disadvantages of each form of government.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What problems do all urban centers have?	Review and discuss concepts learned about the problems of the urban center of Baltimore and other cities; e.g., problems of inadequate job opportunities, inadequate housing, and environmental pollution.	*Pupils* Davis. *Learning About Countries and Societies.* Davis. *Ways of Man.* King. *Social Studies and Our World.* Moss. *Our Family of Man: Evaluation of Ideals.* Senesh. *The American Way of Life.*
What non-Western countries have been influenced by Western culture?	Study a map of culture regions. Analyze and evaluate the information.	
What proportion of the world's population belong to the *have-nots*?	Study a map of *haves* and *have-nots*. Classify them according to culture regions. Discuss your classifications.	
	Debate these questions: On what does a person's happiness depend? Does the possession of things alone make people happy?	
What is meant by a comparative study?	Use glossary or dictionary to learn the meaning of *comparative*. Discuss.	
Would a study of other metropolitan cities of the world help you to evaluate your own city? Why or why not?	Debate this statement: Comparing cities helps you develop an appreciation for one's own city.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What city was formerly the capital of Brazil?	Locate Brazil, Rio de Janeiro, and Brasilia on a map of Latin America.	*Pupils* Bass. *Man and Society.* Davis. *Learning About Countries and Societies.* Hanna. *Investigating Man's World Inter-American Studies.* King. *Social Studies and Our World.* Schreier. *The United States: Understanding Through Inquiry.*
On what coast of the country is it?		
Why did the government of Brazil decide to move its capital?	Read to discover reasons why the capital was moved. Evaluate these reasons.	
What did they hope to accomplish?	Decide whether these aims are being accomplished.	
In what coastal region is the capital of the United States?	Look at a map of colonial America to learn on what coast of North America the United States began.	
How does the western expansion of Brazil compare with the western expansion of the United States?	Study a map to observe the extent of the western expansion of the U.S. Compare the western expansion of Brazil with that of the United States.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government. The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	City of Brasilia Planned by experts Planning started in 1955 Factors considered in choosing site Economic–hope for improving industries Physical–land, climate Financial–cost $400 million Problems of government in erecting Brasilia Transportation of material Housing for population Permanent transportation for inhabitants Providing for industries Characteristics of Brasilia Residential areas for 400,000 people Areas divided into super blocks Factory districts Provide work Recreation areas Man-made lakes Beautiful government buildings

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are the advantages of a planned city?	Summarize the advantages gained by building Brasilia.	*Pupils* Bass. *Man and Society.* Hanna. *Investigating Man's World Inter-American Studies.* King. *Social Studies and Our World.* Schreier. *The United States: Understanding Through Inquiry.* *Audio-Visual* Hubbard Base Model
What planned cities are near Baltimore?	Read to learn about the planning and building of Washington, D.C.	
	Take a class trip to the planned city of Columbia, Md. Stop first at the Information Center in Columbia to: View a film about why and how Columbia began To view color prints about the planned city	
What are some of the physical characteristics of Brasilia?	Describe Brasilia. Refer to photographs in the references you have been using.	
Could the 400 million dollars that Brasilia cost have been spent in a better way?	Devise other ways of spending the money in order to speed western expansion. Use Hubbard Base Model or any other model in planning. Discuss and demonstrate your plans.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government.	Brasilia, although new, has a slum area Population of slum area growing more rapidly than population of city	Great care must be exercised to avoid creation of slums, even in a new planned city. Creation Slums
The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Nairobi–capital city of Kenya, Africa Factors to understand about today's Africa Rise and fall of ancient kingdoms of Africa Early isolation of Africa from much of the world Continent, home of many tribes Impact of Portuguese explorations in 15th Century and the succeeding explorations Effects of slave trade	Many factors must be considered if the late rise of African Nationalism is to be understood. Isolation Impact Exploration

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Why did Brasilia have a slum area so soon?	Read designated pages in your textbooks to discover why Brasilia has a growing slum area. Discuss and evaluate. Think of ways in which this may have been avoided. Have a panel discussion of the above activity. Pretend you are a panel of consultants in city planning.	*Pupils* Bass. *Man and Society.* Davis. *Learning About Countries and Societies.* Hanna. *Investigating Man's World Inter-American Studies.*
Why are there no slum areas in Columbia, Md.?	Give your reasons as to why there are no slums in Columbia at the present time.	
Do you think Columbia will have slums in the future? Why or why not?	Hold a round table discussion to predict whether or not Columbia will have slums in the future. Be sure to include reasons for your answers.	
Who should be blamed for the existence of slums?	Read information about the slums of Calcutta, India. Discuss findings. Compare with slums of Baltimore and other cities of U.S.; and with Brasilia.	
What have archeologists discovered about the ancient kingdoms of Africa?	Review information learned in fourth grade about the ancient kingdom of Africa.	
What caused the European nations to become interested in Africa in the 15th Century?	Read to discover the trade routes to and exploration of Africa developed by European nations and the English colonies in America. Discuss your findings.	

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No phase of the American scene is more important to "life, liberty, and the pursuit of happiness" than the government itself. National, state, and city governments control in various ways the destinies of millions of people in urban centers all over the world. In this country, submerged and oppressed minorities, the poor, and the unemployed of all races have a powerful medium (their votes) by which they can help themselves. Since one may now vote at eighteen, the fifth level is not too early to begin to direct the child's attention to the multi-faceted forms of government and the part that he can play in securing a more just and equitable use of our country's human, natural, and technological resources. To achieve this aim the child must be involved in value-seeking and intensive inquiry in many important areas of government. The teacher, then, will provide learning activities that help the pupils to: –Formulate clear ideas of the function of government in the life of the individual –Comprehend the idea that for orderly and progressive living, mankind has always needed some form of government –Understand the structure and function of city, state, and national systems of government in this country –Understand the power of the vote and the role of the voter in obtaining equal opportunity for all –Realize the interdependence of people and government for the survival of the city –Understand the various forms of government that exist in today's world	Period of African colonization Division of Africa into colonies controlled by Europeans Europeans wanted money Churches wanted to Christianize "heathens" Africans considered inferior Kenya Seized by British Ruled by British for sixty years Gained independence in 1963 Few Africans sent to school in England, France, America Began to see advantages of education Began to want self-government Nairobi–capital city of Kenya Situated on highland area Grew from camp for railroad workers Fast growing urban center for Education Trade Industry Transportation Modern in construction

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How did the colonization of Africa by European nations change Africa?	Using a map, list the countries that ruled parts of Africa in 1914.	*Pupils* Cooper. *Man and Change.* Viereck. *Web of the World.*
What do you think of the English attitude towards exploration?	Read about Kenya and colonialism. Evaluate the English attitude toward exploration. Give reasons for your opinions.	
Does Nairobi seem to be a city that is suitable for the capital of a country?	Look at pictures of Nairobi and read information in your references about the city. Compare it with other capital cities.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
From where do the raw materials used in Nairobi's industries come?	List the raw materials that are found or grown near Nairobi and are brought to the city's factories. Compare your list with one that you make for Baltimore.	*Pupils* Hanna. *Investigating Man's World–Metropolitan Studies.* Viereck. *Web of the World.*
What form of government does Kenya have?	Debate the subject: A constitutional government is best for a country or a state.	
How does the government of Nairobi compare with the government of Washington, D.C.?	Investigate the governments of Nairobi and Washington, D.C. Note the similarities.	
Does Nairobi have problems? Why or why not?	Read about the problems of Nairobi. Decide which are easy to solve, which are difficult.	
Has Nairobi made progress? Explain.		

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
For what reason does Nairobi make provision for tourists?	Describe Nairobi's National Park and Kenya's game preserves. (See picture in *Web of the World.*) Think of a reason why tourists would travel great distances to these places. Decide in what ways Nairobi benefits financially from these tourists.	*Pupils* Davis. *The Ways of Man.* King. *Using the Social Studies.* Viereck. *Web of the World.*
How can the existence in a city of many members of different tribes affect the progress of that city?	Look at the map to find the tribal areas of Africa. Discuss the effect on the progress of a city if its population is composed of members of many tribes. Read what an African chief thinks about tribes. Decide whether you agree with what he says about America.	*Audio-Visual* Singer Education and Training Products. *This Is the Soviet Union,* Filmstrip.
How do the land area and population of the Soviet Union compare with those of other nations of the world?	Locate the Soviet Union on a globe or map. Read to compare the geography of the Soviet Union with the geography of some other nations of the world. View films and filmstrips for additional information.	
Does Moscow compare with Washington, D.C.? If so, how? In what cultural features does Moscow resemble Washington, D.C.?	Read about and observe pictures of some cultural features in Moscow. Observe study prints or pictures of cultural features of Washington, D.C. Compare the two cities.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are the principles of the Communist party that rule the Soviet Union?	Read to gather data about the principles of the government of the Soviet Union and how they are carried out.	*Pupils* Davis. *Learning About Countries and Societies.* King. *Social Studies and Our World.*
Is the Soviet Union like our government?	Read to analyze and compare the government of the Soviet Union and that of the U.S.	*Audio-Visual* Singer Education and Training Products. *This Is the Soviet Union,* Filmstrip.
How does the government of the Soviet Union compare with the government of the U.S.?		
How does voting in the Soviet Union compare with voting in the U.S.?	Read to compare voting in the Soviet Union with the U.S. system. Analyze and discuss your findings.	
Who was a Czar?	Investigate life under a Czar. Describe the life of the people. Discuss whether or not you think the people were hoping to better their conditions.	
How would you describe the life of the Russians living under a Czar?		
Would you like to have lived under a Czar?		
Did the Russian people accept Communism? Why or why not?	Have a panel discussion on whether or not the Russian people accepted Communism. Find evidence to support your view.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can you decide whether a government is a monarchy or a republic?	Do you agree with a social scientist who says, "The important thing to ask about a government is not: Is it a republic or a monarchy? The important questions are: Who really has power? How do they get power? How do they keep power?" Use these questions to evaluate the government of the U.S. as compared to that of the Soviet Union.	*Pupils* Davis. *The Ways of Man.* King. *The Social Studies and Our World.* King. *Using the Social Studies.* Moss. *Our Family of Man: Evaluation of Ideals,* "Freedom for Expression." *Audio-Visual* Singer Education and Training Products. *This Is the Soviet Union,* Filmstrip.
How does life in Moscow compare with life in Baltimore?	Read about life in Moscow. Chart your findings under headings such as government, work, wages, availability of necessities of life, recreation, freedom of religion, use of television, radio, etc. Discuss and chart similarities and differences of life in Moscow and Baltimore.	
How does the cost of food in Moscow compare with the cost of food in the United States?	Look at a chart to discuss the amount of food purchased with one hour's wages in Moscow and New York City. Compare with Baltimore. Evaluate your findings.	

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is communal living?	Investigate housing in Moscow. Describe how you would feel if our government forced your family to participate in communal living.	*Pupils* Davis. *The Ways of Man.* Fielder. *Inquiring About Culture.*
How does housing in Moscow compare with housing in Baltimore?		Hanna. *Investigating Man's World–Inter-American Studies.*
How does a woman's life in urban Russia compare with a woman's life in urban America?	Read, compare, and illustrate the lives of an urban Soviet woman and an urban American woman.	King. *The Social Studies and Our World.* King. *Using the Social Studies.*
What difference would you find in a Soviet Union ballot and an American ballot?	Make a sample ballot like one you think would be used in an election in the Soviet Union. Remember: How many parties? How many candidates for office? How can they vote against a candidate? Discuss and evaluate.	Moss. *Our Family of Man: Evaluation of Ideals*, "Freedom for Expression." Senesh. *The American Way of Life.* Viereck. *Web of the World.*
Do major urban centers of the world and their governments have problems? Explain.	Pretend you have been chosen as a delegate to represent your country at a convention for the newly formed League of World Urban Centers. Decide what large metropolitan city and what country you would represent. Make plans for the convention. Gather data about the problems of the urban center and the country you represent. Plan an illustrated report using pictures, charts, graphs, and filmstrips on how you think the League can help governments improve conditions and solve problems in the major cities of the world.	*Audio-Visual* Singer Education and Training Products. *This Is the Soviet Union*, Filmstrip.
Can these problems be solved? If so, how?	Investigate world organizations that are concerned with helping to solve problems of its member organizations.	
	What do you think may be the future of large urban centers of the world?	
	Debate this statement: Man has the power to create or destroy his environment.	

ABSOLUTE MONARCHY – a government in which the will of the monarch (ruler) is free from any restriction.

ALIEN – a person who is not a citizen of the country in which he lives.

ADOPTION – the act of voting to accept law, a report, etc.

AVAILABILITY – state of being at hand; usable.

BONDS – interest-bearing certificates of debt, usually issued by a government which promises to pay the debt at an appointed time.

BALLOT – a list of candidates for office used in secret voting.

CANDIDATE – one who asks for or is named for an office.

CAPITAL – a city or town where the government of a state or nation is located.

CITIZEN – a member of a state or nation who enjoys political rights and privileges.

COLONIZATION – the settling of a group of people in a land apart from but under the rule of the mother country.

COMMUNAL LIVING – people living together without private ownership of goods and property.

COMMUNIST – a member of the Communist Party. This party believes in communal sharing of goods and services.

COMPARATIVE – finding similarities and differences.

COMPONENT – a part of something.

CONCENTRATION – a coming together in large numbers at a certain place.

CONSTITUTION – a written set of laws that govern a state, a nation, or an association.

COUNCIL – a number of people elected or appointed to help in the government of a city or town.

CRISIS – a sudden change usually accompanied by danger.

CULTURAL ACTIVITIES – activities that are intended to train, develop, or entertain the mind.

DECISION – the making up of one's mind; a verdict given by a judge or court.

DEMOCRACY – a government that receives its power from the people.

DEMOLITION – the act of pulling down or tearing to pieces completely; e.g., a house.

DICTATOR – a person having all the powers of government in a country.

DISASTER – an event causing great distress or ruin, such as great loss of life or property.

DOCUMENT – something written or printed that gives information or evidence, such as an original, legal, or official paper or record.

EMPIRE – a state or union of states governed by an emperor (ruler).

ENFORCE – to compel obedience to (a law, a command).

EVALUATION – the act of finding the worth of something: ideas, conduct, methods, etc.

EXECUTIVE – concerned with the enforcement of laws and the conduct of affairs (of a nation or business).

EXECUTIVE BRANCH – the division of a government whose duty is to enforce the laws and carry out the decision of a law-making body.

EXPANSION – an enlargement or a spreading out.

EXPLORATION – traveling over unknown regions in order to discover facts about them.

FEDERAL GOVERNMENT – the central government of a group of states united to form a country.

GRANDFATHER CLAUSE – a clause in the constitutions of some Southern states that discriminated against Blacks in qualifications for voting (declared void in 1915).

HEATHEN – a member of a tribe or person that has not adopted Christianity, Judaism, or Islamism, especially a person worshiping many gods.

IDEOLOGIES – the ideas or aims that influence a whole group or nation, shaping especially their political and social ways of life.

IMPACT – strong influence or powerful effect.

IMPLEMENTATION – a carrying out of ideas, suggestions, etc.

INCENTIVE – that which urges people to active effort.

INDIGENT – poor, needy, lacking means of decent living.

INDUSTRIAL ENTERPRISE – boldness and energy in establishing and developing industries.

INFLUX – a steady coming to a place (as of people or things).

IN-MIGRATION – a moving from one place in a country to settle in another place in the same country.

ISOLATION – the state of being alone, apart.

ISSUE – a matter of importance depending on a result or a decision.

JUDICIAL BRANCH – the branch of government that makes judgments or decisions in courts of law.

LEGISLATIVE BRANCH – the branch of government that makes laws that govern a city, state, or nation.

LEGISLATURE – a group of people elected to make laws for a state or territory of the United States.

LIMITED MONARCHY – government by a monarch (king or queen) whose powers are limited by a constitution.

LOBBYIST – one who tries to persuade a legislator to vote a certain way.
LOCAL GOVERNMENT – the governing body of a part of a state (such as a city, town, or village).
MEGALOPOLIS – a very large urban area composed of several large cities and their suburbs.
MIGRATION – movement from one country or region to settle in another country or region.
MINORITY GROUP – a racial, religious, political, or national group smaller than and usually different from the larger group of which it is a part.
MONARCHY – a government ruled by a monarch (king or queen).
MOSCOVITES – people who are citizens of Moscow.
NATIONAL – of or belonging to a nation as a whole.
NATIONAL GOVERNMENT – the government of a whole nation.
NATURALIZATION – the process by which an alien receives the rights and privileges of a citizen.
PARTY SYSTEM – a method of electing officials in which groups organize to gain control of the government by choosing and electing their candidates for public office.
PLATFORM – a list of principles or ideas made known by a political party.
POLITICAL DIVISIONS – parts or sections of a country that have local or state governments.
PREAMBLE – an introduction to a document explaining its purpose.
QUALIFICATIONS – the requirements that fit a person for a special position, occuption, or privilege.
RECIPIENT – one who receives.
REDEEMABLE – capable of being paid off and returned (such as a bond or note).
REPUBLIC – a country in which those who have the right to vote hold the highest power.
RESOURCES – available means or property; any natural advantages or products (natural resources).
SOCIALIST – a person who believes in socialism (public ownership of all production and exchange and an equal distribution of goods and services).
SITE – place where something is located (city, etc.).
SLUMS – overcrowded sections of cities, marked by poverty and poor living conditions.
STRUCTURE – the manner of construction and organization.
SUBDIVISIONS – areas of land; parts of cities, countries, etc.
TABOO – among primitive peoples, a religious and social command forbidding the mention of a certain person, place, or thing, or the performance of certain actions.
TOURISTS – people who make tours or pleasure trips.
TRIBALISM – tribal organizations, culture, or relations.
UNITE – to combine, to join together, so as to form a whole.
VOTER – a person who expresses his choice or opinion by marking a ballot or by using a voting machine.

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Describes the important events in the civil rights movement from 1960-1966.

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An attempt to expose the facts of life in the Negro ghetto to the ruling white majority. The author uses some of the facts of Harlem to ascertain some of the truths of human ghettos.

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The story of Baltimore's past, present, and the future of its changing metropolis. Many photographs, drawings, and maps are included in an effort to reinforce the facts about the economic, social, political, and cultural history of Baltimore.

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Gardner, John W. *No Easy Victories*. New York: Harper & Row Publishers, 1968.
A collection of excerpts from the author's speeches and writings that reflect his personal involvement with certain problems in the domestic scene.

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Halliburton, Warren J., and Katz, William L. *American Majorities and Minorities*. New York: Arno Press, 1969.
A syllabus for the instruction of secondary school students of United States History. It integrates into the course of study the contributions of Afro-Americans and other minorities to our common heritage.

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Netzer, Dick. *Economic and Urban Problems*. New York: Basic Books, 1970.

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Many people shared in the production of this book. They dealt with crucial problems in America–the urban environment, political structures, human behavior, education, the Black American, the ecological crisis, and the future of America.

Simpson, George E., and Yinger, Milton J. *Racial and Cultural Minorities*. New York: Harper & Row Publishers, 1970.
An attempt to analyze one aspect of man's behavior from the point of view of sociology, anthropology, and social psychology–the aspect of race relations.

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Pupil References

Textbooks

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Level in a series of nine books that comprise the Contemporary Social Science Curriculum Program. The program is designed to foster an awareness of the human race in a way that is meaningful to pupils and applicable to the world in which they live. Provides thoughtfully constructed materials to instill a lasting interest in our human society; to develop a respect for the dignity and worth of all men; to encourage attitudes that will lead to effective and responsible citizenship; and to introduce fundamental concepts from the various disciplines of the social sciences.

Brandwein, Paul F. *The Social Sciences: Concepts and Values*, (Purple). New York: Harcourt Brace Jovanovich, 1970.
One text (Level 5) in a series of six texts. A curriculum that consists of content embraced within concepts. Each conceptual scheme is developed sequentially though concept–statements which generally ascend from simplicity to complicity, from the relatively concrete to the relatively abstract. E.g., Conceptual Scheme: Man is the product of heredity and environment. Concept Statement (Level 1): "Individuals resemble each other." Concept Statement (Level 6): "Biological and cultural inheritance results in variations in the people of the earth."

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See preceding annotation.

Cooper, Kenneth. *Man and Change*. Morristown, N.J.: Silver Burdett Co., 1972.
Level 7 in a series (CSSC). Provides meaningful activities and materials for pupils to investigate methodology, technology, political power, contact, and conflict and values of man in a changing society.

Davis, Bertha. *The Ways of Man*. New York: Macmillan Co., 1971.
A comparative study of world cultures–past and present. Comprehensive tables, charts, and graphs are included to provide pupils with additional sources for information.

Davis, O. L. *Learning About Countries and Societies*. New York: American Book Co., 1971.
Designed to help pupils understand the world in which we live. Each of the eight units deals with a country or an area of the world and allows the pupil to approach the area of study from the point of view of several different social scientists–sociologists, historians, economists, political scientists, geographers, anthropologists, and archaeologists.

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This text deals with the United States from a realistic stance. The emphasis is on the human dimension: the great personalities of the past and present who assisted our nation's growth.

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One text in a program series of the Holt Databank System. Studies in history and political science. Supplementary materials—filmstrips, charts, and study prints—are included in the program to provide pupils with a variety of media for understanding concepts.

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An extension of *Local Studies* which involves children in a study of urban areas extended to large cities and great metropolitan areas. Large central cities in the United States as well as metropolitan areas of foreign cities are used as models.

———. *Investigating Man's World—Regional Studies*. Glenview, Ill.: Scott, Foresman & Co., 1970.
The fourth book in the program for Investigating Man's World involves pupils in an examination of different kinds of regions beyond local communities. A methods book designed to develop in pupils the skills of social scientists. Throughout the text many different states and regions of states are used as case studies to show pupils how to investigate man's world.

———. *Investigating Man's World—United States Studies*. Glenview, Ill.: Scott, Foresman & Co., 1970.
An informative, though simple text, designed to encourage children to study the United States by using an interdisciplinary, conceptually structured, and inquiry-oriented approach.

Kimble, George H. *Man and His World*. Morristown, N.J.: Silver Burdett Co., 1972.
One text (Level 8) in a series (CSSC). Author uses an interdisciplinary approach to help pupils understand how man interacts with his physical environment today and how this interaction will affect the future of the world.

King, Frederick M. *How Our Government Began*. Westchester, Ill.: Benefic Press, 1965.
A story of how our government began and how it grew. A story of man's struggle to gain rights and freedom for all people. The text gives pupils an opportunity to understand the laws of the Constitution and other legal documents through pictures, diagrams, and simple definitions.

———. *The Social Studies and Our Country*. River Forest, Ill.: Laidlaw Brothers, 1972.
Through the uses of the inductive approach, the pupils are helped to develop key social studies concepts. They review the social sciences with emphasis on the kinds of questions answered by various types of social scientists, the kinds of work done by them, the kinds of tools used by them, and their representative social science understandings.

———. *The Social Studies and Our World*. River Forest, Ill.: Laidlaw Brothers, 1972.
The seventh book in the Laidlaw Social Science Program. The inductive approach is used in helping pupils develop social science concepts. The pupils have an opportunity to learn some of the choices open to man as he organized to solve social, economic, and political problems in Asia, Europe, Africa, and the Americas in various time periods ranging from prehistoric time up to, and including, the present.

———. *Using the Social Studies*. River Forest, Ill.: Laidlaw Brothers, 1972.
Content is centered around finding out how the various social scientists work to discover information about man and about the societies he has created in the past and is in the process of creating today. Consists of a one-unit treatment of the following disciplines in this sequence: geography, anthropology, sociology, economics, political science, and history. Fifth book in the series of the Laidlaw Social Science Program.

Moss, Penrod, et al. *Our Family of Man: Evaluation of Ideals*. New York: Harper & Row Publishers, 1972.
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Schreier, Phillip A. *The United States: Understanding Through Inquiry*. New York: Guinness Publishing, Ltd., 1971.
In place of many words, this text contains various maps, charts, graphs, drawings, and colorful photographs. Pupils may use these visuals to discover new and exciting information and ideas about the country in which we live.

Viereck, Philip. *Web of the World*. New York: Macmillan Co., 1971.
Provides a variety of activities for the mature reader to understand how people and places in different parts of the world are interdependent. Makes use of the various disciplines to understand basic social studies concepts.

Nonfiction

Allen, William D. *Africa*. Grand Rapids, Mich.: Fideler Co., 1972.
A comprehensive study of Africa—its people and its resources. Social studies skills are developed through the use of the material presented in the text.

Special guidelines are included for the student's use in developing these skills.

Brownmiller, Susan. *Shirley Chisholm*. Garden City, N.Y.: Doubleday & Co., 1972.
Biography of the first Black person from Brooklyn, New York, to be elected to the United States Congress; also the first Black female to be elected to Congress in the country. Contains useful "Facts You Might Like To Know" as added information about the workings of the government.

Chabe, Alexander M. *How People Live in the U.S.S.R.* Westchester, Ill.: Benefic Press, 1969.
A supplementary text for studying the life of people in the U.S.S.R.

Griffin, Judith Berry. *Nat Turner*. New York: Coward, McCann & Geoghegan, 1970.
Biography of Nat Turner, a slave who led a rebellion in his attempts to be free. Nat Turner, fighter for freedom, is comparable to Patrick Henry.

Jackson, W. A. Douglas. *Soviet Union*. Grand Rapids, Mich.: Fideler Co., 1972.
An in-depth study of the Soviet Union utilizing the various disciplines—geography, history, economics, and political science.

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A supplementary text for studying the life of people in China. Maps, charts, diagrams, and test questions are included to enhance the printed information in the text.

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Africa from ancient times to today's developing nations. Short resumes of explorers, missionaries, and others who became part of Africa's history. Lists the countries of Africa.

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Carries the reader back to the days before history was written. It moves ahead to the time when Christopher Columbus discovered a part of the world until then unknown. Each unit progresses informatively and is made interesting for the students.

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Description of functions, agencies, services, cost of the State Government. Contains much historical and descriptive material: Charter, Constitution, statistics, directory of State officers. Contains photographs, charts, diagrams.

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Definition and summary of events leading to writing of six significant documents: *Mayflower Compact, Declaration of Independence, Northwest Ordinance, Constitution of United States, Emancipation Proclamation,* and *Declaration of Human Rights*. Tells who helped write the documents, why, and where the original documents can be found.

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The story of immigrants beginning with the Vikings and coming down to immigration today. Overview of Germans, Italians, Negroes, Chinese, Hispano-Americans, etc., and their contributions to the country. Contains "Summary of Basic Concepts" and chart of "Famous Americans and Their Immigrant Heritage."

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One text in a series. A unique combination of stories and poems which give the history, geography, government and traditions of India. Photographs and pictures by native artists serve to illustrate the material.

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One text in a series. Stories and interesting factual material combine to present a balanced, accurate picture of the geography, government, history, economy, and ways of living in Canada.

———. *Nigeria: Republic of a Hundred Kings*. Scarsdale, N.Y.: Garrard Publishing Co., 1966.
One text in a series. A combination of stories and poems which give the history, geography, government, and traditions of Nigeria.

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Dalgleish, Alice. *Adam and the Golden Cock*. New York: Charles Scribner's Sons, 1959.
About two best friends whose fathers were at opposite poles during the Revolutionary War in Connecticut.

Edmonds, Walter D. *The Matchlock Gun*. New York: Dodd, Mead & Co., 1941.
Account of French and Indian War against the British in New York State. Edward Van Alstyne, a ten-year-old, gets an opportunity to fire a Spanish gun. Book awarded the Newbery Medal in 1942.

Longfellow, Henry Wadsworth. *Paul Revere's Ride*. New York: Crowell, Collier & Macmillan, 1963.
Illustrated story poem of the famous ride by which farmers were told of the impending invasion by the British during the Revolutionary War.

Meadowcroft, Enid La Monte. *Silver for General Washington: A Story of Valley Forge*. New York: Crowell, Collier & Macmillan, 1957.
A brother and sister learn that in time of trouble even children can help their country. This was learned when they stayed with relatives at Valley Forge during the encampment of the American army.

Sound Films

Catalog Number or Publisher*	*Title*
Sd–1592.2	Africa–Challenge and Change
Sd–1663.2	African Community–The Masai
Sd–1607.2	Australia: Challenge of a Growing Nation
Sd–1133.2	Bill of Rights in Action–Story of a Trial
Sd–1530.1	Boomsville
Sd–1594.2	Canada–The Pacific Province
Sd–1429.2	Economy of Africa
Sd–1201.2	Family of Free China
Sd–1198.2	Land of Immigrants
Sd–1260.1	Maps–Where Am I?
Sd–1243.2	Meaning of Patriotism, The
Sd–571.3	Niko–Boy of Greece
Sd–1199.1	Our City Government
Sd–1402.2	Our State Government
Sd–1448.2	Peoples of Africa
Sd–1231.1	Puerto Rico and the Virgin Islands
Sd–1355.2	Quest for Freedom
Sd–1441.2	Southeast Asian Family
Sd–1615.2	Thailand: Winds of Change
Sd–1051.2	United States Elections: How We Vote
Sd–1540.2	Village in China
Sd–1050.2	Village in India
Sd–1126.2	Washington, City of the World
Sd–807.1	Washington, D.C.: Story of Our Capital
Sd–1442.2	West German Family
Sd–1280.2	Westward Movement
Sd–1156.1	What Liberty and Justice Mean
Sd–1529.1	Why We Have Laws: Shiver, Gobble and Snore

*Numbers in this column are catalog numbers of materials available at Media and Technology.

Sound Filmstrips

Catalog Number or Publisher*	*Title*
Fr–286	Living in South America
Fr–284	Living in Viet Nam Today
Fr–190	United States Flag, The
Macmillan Co.	Living World of Black Africa, The

Study Prints

Catalog Number or Publisher*	*Title*
Ps–176	Africa
Ps–177	Alaska
Ps–182	Argentina, Paraguay, Uraguay
Ps–178	Brazil
Ps–152	Brazil
Ps–197	Brazil
Ps–179	Canada
Ps–180	China
Ps–199	Costa Rica, Nicaragua, Panama
Ps–181	Hawaii
Ps–173	India
Ps–168	Italy
Ps–171	Japan
Ps–170	New England
Ps–169	South America
Ps–183	Southeast Asia
Ps–172	Soviet Union
Ps–182	Spain

Slides

Catalog Number or Publisher*	*Title*
Ks–75	Annapolis State House, The

GRADE SIX

RATIONALE	TEACHING OBJECTIVES	EMPHASES	DISCIPLINES
The child living in an urban area usually has a keen awareness of societal conditions. Mass media are motivating the more matured child to examine the conditions of the city and to make comparisons with other cities of the state, nation, and world. By these comparisons, he should realize the nature of these conditions and understand how the creation of such in the past becomes a vital part of his present life and could possibly continue to exist in the future. It is necessary for the child to realize that people of many ethnic, racial, and/or religious groups are affected by these conditions. He must also determine which constructive forces help to develop the city and to recognize the forces over which he has little control. He should investigate those forces over which he does have control and then make intelligent, appropriate choices. Awareness of his present situation is necessary for the child to understand why he should become a responsible, action-oriented individual. The purpose of this unit is to have pupils become cognizant of the current conditions and/or issues in cities of the world, with emphasis on those in his particular city, and to analyze and evaluate the alternatives and responsibilities for change.	It is important that the teacher provide experiences that will enable the pupils to: –Examine the current conditions of the city –Examine the forces that presently determine the conditions of the city –Analyze the factors which helped to create the urban conditions –Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Urban conditions Crucial urban issues Alternatives for change Individual and group responsibilities	Sociology Geography Ecology Economics

BEHAVIORAL GOALS

The pupil will be able

To identify two current urban issues in his city.

To analyze and evaluate the present methods of improvement being applied to the two issues stated above and suggest alternatives for change.

To list the current urban issues in order of priority based upon his individual concerns.

To cite two reasons for the necessity of interdependence between city and county officials.

To synthesize through discussion the consequences of behavior leading to juvenile delinquency. (E.g., vandalism.)

To identify two agencies responsible for changes in housing conditions.

To analyze and evaluate at least three alternatives for change concerning crime and delinquency.

To write one short paragraph telling how citizens of the community are responsible for making decisions in the city.

To evaluate two services provided by the federal government to develop urban areas.

To discuss responsibilities of each citizen for helping to improve conditions resulting from the following: pollution, crime, and delinquency.

To explain the meaning of geriatrics and discuss two local programs that are designed to assist older citizens.

To identify by name and telephone number the agencies responsible for the following services: fire protection, police protection, street cleaning, and trash collection.

To list two reasons why the improvement of public transportation has become so important in urban areas.

To identify and locate the following on a map of Baltimore: inner-city core; surrounding counties, i.e., Baltimore, Harford, Howard, Anne Arundel; three areas, zoned residential; one area, zoned commercial; three educational centers; the Baltimore Beltway; and four cultural and recreational centers.

To construct a circle graph showing this year's priorities in spending the local tax dollar.

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
The child living in an urban area usually has a keen awareness of societal conditions. Mass media are motivating the more matured child to examine the conditions of the city and to make comparisons with other cities of the state, nation, and world. By these comparisons, he should realize the nature of these conditions and understand how the creation of such in the past becomes a vital part of his present life and could possibly continue to exist in the future. It is necessary for the child to realize that people of many ethnic, racial, and/or religious groups are affected by these conditions. He must also determine which constructive forces help to develop the city and to recognize the forces over which he has little control. He should investigate those forces over which he does have control and then make intelligent, appropriate choices. Awareness of his present situation is necessary for the child to understand why he should become a responsible, action-oriented individual. The purpose of this unit is to have pupils become cognizant of the current conditions and/or issues in cities of the world, with emphasis on those in his particular city, and to analyze and evaluate the alternatives and responsibilities for change. It is important that the teacher provide experiences that will enable the pupils to: –Examine the current conditions of the city –Examine the forces that presently determine the conditions of the city –Analyze the factors which helped to create the urban conditions	The conditions of the urban center Characteristics Location Features Physical Cultural Inhabitants Multi-ethnic, racial, and religious groups Population concentration Issues–social, economic, political Minority groups Poverty Housing Unemployment Government Services Land use City and county relationships Race relations	Conditions in urban areas throughout the country have developed into major issues. Social Economic Political Many urban conditions exist because of choices and decisions made by people. Economic Political Choices Decisions

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is meant by the urban scene? The urban center? What characterizes the urban scene? Should children in cities study about the urban center? Why or why not?	View films, filmstrips, pictures, etc., to observe different urban areas. Discuss the "happenings" in an urban center. Give your definition of the urban scene. Discuss reasons why children in cities should or should not study about the urban center.	*Teachers* Freeman. *Social Problems: Causes and Controls.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* Weinberg. *Social Problems in Urban Society.* *Pupils* Bass. *Man and Society.* Hanna. *Investigating Man's World–Metropolitan Studies.* Fielder. *Inquiring About American History.* Owen. *Inquiring About Culture.* *Audio-Visual* *Your City*, Filmstrip. *Our Working World–Cities*, Filmstrip. *What Is a City*, Filmstrip.
What are urban conditions? What are the conditions in our city? In other cities? Are the conditions in our city of a pleasant nature? Why or why not? How do the conditions in our city compare with those in other cities? E.g., New York, Chicago, Calcutta.	Plan a tour around our city. Observe the following: Neighborhoods in the inner zone and outer zone. Schools in the inner zone (old or new) Read and observe filmstrips to identify conditions of other cities. Discuss the differences and similarities in the conditions.	
How did the present conditions in our city develop?	Read to find out the people who are most affected by these conditions and how they are affected.	
What or who would you say is responsible for these exisiting conditions?	Read to find out the social and economic forces which influence conditions in our city.	
How are these influencing forces in our city similar to forces in other cities?	Read an account of the forces which influence conditions in the cities of India. Analyze for comparison.	

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community		People in urban communities must be aware of and understand the unfavorable conditions in which they live and then proceed to take positive action to eliminate the undesirable contributors to these conditions.

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What will be the plight of American cities and other cities if these conditions continue to exist?	Read and predict what could happen in the following cities if the conditions continue to exist: Baltimore, New York, Sao Paulo (Brazil), Calcutta (India).	*Pupils* Davis and Jarolimek. *The Ways of Man.* Bass. *Man and Society.* Kimpler. *Man and Society.* Owen. *Inquiring About Culture.*
	Analyze and interpret the following quotations: "We cannot have communities half sound and half unsound." "It isn't going to be a decent society for any of us until it is for all of us."	*Audio-Visual* Holt Databank System.
How do you think residents feel about city conditions?	Have a panel discussion. Be sure to give supporting data.	
Do you think people who live in the city can improve conditions? If so, how? If not, why not?	Discuss the question in several small groups. Share group and individual opinions with the class.	
When you attempt to solve problems is it helpful to have some information? Why or why not?	Present a conflict situation around the following problem: City leaders have proposed a new highway to ease traffic problems. Some citizens are strongly opposing the new highway. Discuss the kind of information the city leaders and the citizens need before they can solve the traffic problem. Role-play the alternatives and their consequences for the city leaders and the opposing citizens. Discuss the consequences of attempting to solve problems without sufficient information.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
The child living in an urban area usually has a keen awareness of societal conditions. Mass media are motivating the more matured child to examine the conditions of the city and to make comparisons with other cities of the state, nation, and world. By these comparisons, he should realize the nature of these conditions and understand how the creation of such in the past becomes a vital part of his present life and could possibly continue to exist in the future. It is necessary for the child to realize that people of many ethnic, racial, and/or religious groups are affected by these conditions. He must also determine which constructive forces help to develop the city and to recognize the forces over which he has little control. He should investigate those forces over which he does have control and then make intelligent, appropriate choices. Awareness of his present situation is necessary for the child to understand why he should become a responsible, action-oriented individual. The purpose of this unit is to have pupils become cognizant of the current conditions and/or issues in cities of the world, with emphasis on those in his particular city, and to analyze and evaluate the alternatives and responsibilities for change. It is important that the teacher provide experiences that will enable the pupils to: –Examine the current conditions of the city –Examine the forces that presently determine the conditions of the city –Analyze the factors which helped to create the urban conditions	Discrimination among racial groups Attitudes toward minority groups Social adjustment of minority groups Employment Housing	Many people of minority groups who migrate to the city seem to have difficulty in adjusting to the conditions. Blacks Puerto Ricans Chicanos Appalachians Some minority groups are finding social and economic adjustment in urban communities more difficult than others. Social adjustment Economic adjustment

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some issues that have resulted from these conditions? Who are the people usually affected by these conditions and/or issues? To what extent are these people affected?	Discuss some of the issues which might have resulted from the conditions of cities. E.g., Race relations and education Land use and housing Poverty and unemployment Poverty and crime	*Teachers* Freeman. *Social Problems: Causes and Controls.* Netzer. *Economics and Urban Problems.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* *Pupils* Bass. *Man and Society.* Fielder. *Inquiring About American History.* Owen. *Inquiring About Cities.* *Audio-Visual* *Your City*, Filmstrip.
How are some minority groups accepted in our society? E.g., Blacks Chicanos Indians Appalachians	Discuss the degree of discrimination inflicted upon minority groups. Compare the attitudes of some whites toward minority groups with attitudes of minority groups toward whites. Interpret the following statements: "The only good Indian is a dead Indian." "Black is beautiful." "If you're white you're all right. If you're brown you can hang around. But if you're black, get back!" Read and analyze articles concerning attitudes toward Blacks.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Religious interaction Segregation in churches Misinterpretation of religious beliefs Religious prejudices Anti-Semitism Hostility toward religious beliefs	There are many examples of religious prejudices found in our cities today.
	Contribution of minorities Industry Science Education Music Art	Minority groups have enriched the American way of life.
	Poverty–elements Lack of adequate income Limited involvement with society Limited education and vocational training High rates of irrational behavior Overt aggression Family organization and guidance	The elements of poverty interact with each other, making it difficult to solve problems independently. Inadequate income Poor housing conditions Population density Personal instability Limited education and vocational training Limited involvement in the mainstream of society Family disorganization

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is anti-Semitism?	Discuss ways in which the members of the Jewish faith were discriminated against.	*Pupils*
How does it affect the members of the Jewish faith in this country?	Read to find out how the Jews are being discriminated against.	Senesh. *The American Way of Life.* Schultz. *Inquiring About Technology.*
Are there problems caused by religious prejudice? If so, how?	View and discuss filmstrip *Minorities Help Make America Great.*	*Audio-Visual* Schloat. *Minorities Help Make America Great,* Filmstrip.
Have minority groups contributed to the progress of our country? Explain.	Investigate the contributions of minority groups in America. Evaluate and discuss.	
	Prepare a bulletin display depicting the contributions of minority groups in America.	
What is poverty?	Define poverty. Express your ideas about what poverty means to you.	
What are the different kinds of poverty?	Read factual information on poverty. Interpret charts and graphs. (See Appendix.)	
How is American poverty different from poverty in other parts of the world? E.g., Calcutta, India.	Analyze charts and graphs that "measure the pinch."	

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
The child living in an urban area usually has a keen awareness of societal conditions. Mass media are motivating the more matured child to examine the conditions of the city and to make comparisons with other cities of the state, nation, and world. By these comparisons, he should realize the nature of these conditions and understand how the creation of such in the past becomes a vital part of his present life and could possibly continue to exist in the future. It is necessary for the child to realize that people of many ethnic, racial, and/or religious groups are affected by these conditions. He must also determine which constructive forces help to develop the city and to recognize the forces over which he has little control. He should investigate those forces over which he does have control and then make intelligent, appropriate choices. Awareness of his present situation is necessary for the child to understand why he should become a responsible, action-oriented individual. The purpose of this unit is to have pupils become cognizant of the current conditions and/or issues in cities of the world, with emphasis on those in his particular city, and to analyze and evaluate the alternatives and responsibilities for change. It is important that the teacher provide experiences that will enable the pupils to: –Examine the current conditions of the city –Examine the forces that presently determine the conditions of the city –Analyze the factors which helped to create the urban conditions	Population patterns and changes Migration patterns Migration of whites to suburbia Influx of rural inhabitants into the city	Use of land in urban areas changes as the demand of the growing population changes. Population shift Spread-city patterns

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are the similarities and differences in the poverty conditions during the early days of our country and the poverty conditions of today?	Compare expenditures and wages of the employer and employee in the 1800s. Evaluate.	*Pupils* Bass. *Man and Society.* Fincher. *Land of Promise.* Hanna. *Investigating Man's World–Metropolitan Studies.* Owen. *Inquiring About Cultures.* Schreier. *The United States: Understanding Through Inquiry.* Schultz. *Inquiring About Technology.*
What is your opinion about people adjusting to and accepting poverty conditions?	Oscar Lewis, an anthropologist, had a theory that poverty is a way of living passed on from one generation to the next. Evaluate this statement. Discuss your opinion about this matter.	*Audio-Visual* Hubbard. *We Are Black,* Filmstrip.
	Read and analyze accounts of poverty conditions. Study words of the poor: written and spoken.	
What are the different racial, religious, and/or ethnic groups represented in our city? In other cities?	Read and interpret graphs on foreign-born population in our city and other cities.	
Where are some of these groups located?	Locate on a map the areas of greatest concentration of various ethnic groups.	
	Plan a bus tour of some of these areas. Invite a representative of some of these groups to your school.	
How has the population pattern changed from 1960 to 1970?	Analyze and compare figures from the city's census tracts, 1960-1970.	
What might be some reasons for the change in population patterns in our city? In other cities?	View films, books, and study prints of city features. Discuss and list some of the attractions in our city and other cities.	

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Population density Limited land space Effects on human behavior	Population density affects the human as well as the physical conditions of a city. Overcrowdedness Psychological effects on the people Structure of dwellings

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How has the influx of multi-ethnic groups affected changes in cities?	Read to find out the changes that have taken place in our cities because of the population changes.	*Pupils* Hanna. *Investigating Man's World–Metropolitan Studies.* Schreier. *The United States: Understanding Through Inquiry.* Senesh. *The American Way of Life.* *Audio-Visual* Hubbard. *Views of the City*, Slides.
What effect has population changes had upon land use?	Read and interpret pictures on page of text. Explain the relationship between land space and population density.	
What are some possible effects of population density?		
What problems do you think might result from living and/or working in overcrowded conditions?	Partition off a very small space in the classroom (suggested dimension, 36" x 48") for a quiet corner or a study corner. For the first day, assign one pupil to work in the designated space for five minutes. Each subsequent day, assign one additional pupil to the area. Observe the reaction of all pupils as the area becomes overcrowded. Analyze the behavior.	
	Discuss the results of the isolation experiment. Tell how it may relate to overcrowdedness in housing–effect on personality and effect on behavior.	
	Analyze population chart in text. Compare the population and land area rank of Baltimore with that of other cities. Evaluate.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is a ghetto area?	Read books and interpret pictures to define ghetto areas.	*Teachers* Freeman. *Social Problems: Causes and Controls.* Netzer. *Economics and Urban Problems.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* *Pupils* Bass. *Man and Society.* Brandwein. *The Social Sciences–Concepts and Values.* Hanna. *Investigating Man's World–Metropolitan Studies.* *Audio-Visual* Hubbard. *We Are Black,* Filmstrip. Hubbard. *Views of the City,* Slides. "Highrise Apartment" "Two and Three Family Housing" "Single Family Housing–A" "Single Family Housing–B" "Older Apartment Building"
How do ghetto areas develop?	Plan a tour of areas in Baltimore that could be considered ghetto areas.	
Where are ghetto areas usually located?	Describe conditions of the areas that could cause formation of ghettos.	
Are all ghetto areas the same in terms of living conditions? Why or why not?	Discuss reasons for ghettos developing in these locations.	
What groups of people usually live in ghetto areas?	Locate possible ghetto areas on a map of Baltimore.	
How were the ghetto areas in the early days of our city similar and/or different from those today?	Plot the possible locations of ghettos in other cities. Support your predictions.	
What are some reasons why some people live in ghetto areas?	Investigate in this city the different minority groups who live in ghetto areas and possible reasons for living there.	
	Interpret pictures of early ghettos in this country to compare with today's ghettos.	
How would you describe the different types of houses found in cities? How would the structure of houses in the inner zone be alike or different from houses in other zones?	View slides and filmstrips which show the different kinds of houses found in cities.	
	Discuss how land space determines the type of house to be built in the central city.	
What types of dwellings are found in your neighborhood? In what condition are the dwellings in your neighborhood?	Discuss the houses in your neighborhood in terms of outside appearance and structure.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
Is the structure of the dwellings in your neighborhood and other neighborhoods suitable for the families who live there? Why or why not?	Interview parents and/or relatives to find out how they feel about the amount of space available in their dwellings for the people who live there. Find out why they feel as they do.	*Teachers* Freeman. *Social Problems: Causes and Controls.* Netzer. *Economics and Urban Problems.*
How would you describe the housing situation in our city? Availability Suitability	Recall tour of city. Discuss, analyze, and chart housing conditions in different sections of the city. Study the building code for the city. Use chart to analyze and evaluate whether or not the houses in your neighborhood meet the standards of the building code.	*Pupils* Brandwein. *The Social Sciences–Concepts and Values* (Brown). Schreier. *The United States: Understanding Through Inquiry.* *Audio-Visual* Hubbard. *We Are Black*, Filmstrip. Hubbard. *City Contrasts*, Filmstrip. Hubbard. *Views of the City*, Slides.
What are some urban renewal housing programs in our city? What is replacement housing?	Invite a representative from HCD (Housing-Community Development) to explain the housing situation in our city and some urban renewal programs. Prepare to present at least two good questions.	
Has replacement housing been in operation in your neighborhood? How does it operate? Does it meet the needs of the people in your community? Why or why not? How have replacement houses affected land use?	Using Hubbard Model or other model, discuss and plot some of the urban renewal programs available to people in Baltimore.	

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do the people in your neighborhood feel about replacement housing developments?	Read article about and/or interview persons who are occupying houses that have been "replaced" by urban renewal agencies. Find out and discuss the following: How many families live in the house The cost of the house Condition of the house before and after renovation The opinion of the people about housing projects	*Pupils* Bass. *Man and Society.*
What is segregation? How do you feel when you are segregated from others? What do you do when you segregate yourself from someone or something?	Segregate members of the class in the following manner. Have the shortest children sit in the back of the room. Address the rest of the class, ignoring the segregated group. After a while, bring the segregated children back to the class group. Discuss: Their feelings about being segregated The reasons they thought they were being segregated Experiences they have had in segregating themselves or others	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Possible alternatives and/or solutions Redistribution of financial resources Development of residential areas that include low-income housing Development of city within a city to curb migration to suburbs Provision of better economic opportunities for the poor Renewal of ghetto areas through government projects and private enterprise Upgrading and increasing services

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Distribute the following coins among the members of the class: pennies, nickels, and dimes. Explain that you will be describing three places where they may stop to have a cold drink after a very long hike. Quality Corners sells eight different cold drinks with ice. You can sit at a table under a large umbrella. The cost of the drink is 10 cents. Jack's Counter sells five different cold drinks. You can stand at a counter to drink your drink. The cost of the drink is 5 cents. Pop's sells only root beer. There is no place to sit or stand. The cost of the drink is 3 cents. Discuss: Where you would prefer to buy your drink. Why? How you would feel if you have to drink at Pop's. What contributed to segregation. How?	*Pupils* Bass. *Man and Society.* Senesh. *Our Working World–Cities.*
What is residential segregation?	Describe residential segregation based on race, on income, and on choice.	
Have there been changes in the condition of your neighborhood? Describe. What do you think caused these changes?	Prepare a discussion with several members of the class. Include the following: The condition of the houses in your neighborhood The people you know who have moved from your neighborhood and their reasons for moving	How long you and your family have lived in the neighborhood Where they lived before and their reasons for leaving

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What contributes to residential segregation? Is all residential segregation forced? If so, why? If not, why not?	Analyze the following statements to determine how each is related to residential segregation. "I am living in this neighborhood because I cannot afford to pay the rent required in other neighborhoods." "I am living in this neighborhood because the people who understand the language I speak live here. I can be understood here. I feel confortable and wanted here." "I am living in this neighborhood because it is near my job, my church, and my parents." "I am living in this neighborhood because this was the only neighborhood that had a vacant apartment." Make a chart and classify the statements above under the following headings: Segregation Because of Economics Segregation Because of Racism Segregation Because of Choice Add additional statements under each heading.	*Teachers* Freeman. *Social Problems: Causes and Controls.* Netzer. *Economics and Urban Problems.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* Baltimore Department of Housing and Community Development. *HCD-1970: Annual Report.* *The Emerging City–1971: A Report from the Mayor.* *Pupils* Kenworthy. *One Nation: The United States.*
Does residential segregation affect the city? If so, why? If not, why not?	Use study prints, news articles, slides and/or texts to find out how residential segregation is related to the following: Housing Quality and quantity of services Segregated schools Migration to suburbs Taxes Community leadership	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Make a comparison chart showing rent rates from 1960 to 1970. Evaluate the differences.	*Pupils* Kenworthy. *One Nation: The United States.*
	Investigate the ratio of white to nonwhite residents in your city. Compare 1970 figures with 1960 figures. Predict what might happen if this urban exodus continues.	
	Read articles to find out how rates, property taxes, etc., increase for inner-city residents.	
	Present findings by utilizing round table discussions.	
	Make a chart showing the effects of residential segregation on the city.	
How important are financial and leadership resources to the development and maintenance of a city?	Investigate how financial and leadership resources are important in city development.	
What can be done to combat the effects of residential segregation? What ideas do you have on how to combat racial segregation? How is the city attempting to combat residential segregation?	Select from the chart one of the effects of residential segregation that is true for your neighborhood or a neighborhood that you know. Prepare to role-play the presentation to the City Council of a plan that contains your ideas for combating the effect of residential segregation you have chosen.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
	Use the Hubbard Model or any other model diagram or illustration to present your plan. Role-play the presentation of your plan to City Council. Discuss. Investigate city projects to find out what effects of residential segregation are being combatted. E.g., Coldspring Project and other urban renewal projects School Enrollment Policy Adult Education Programs Invite a member of a citizen organization to find out how they combat residential segregation. E.g., Ednor Gardens/Lakeside Community Association Northwood Community Association Plan a city in which there is: No residential segregation Adequate income for all families Adequate housing for all income levels Adequate services for all families Use the Hubbard Model or any other model to exhibit the city. Pretend to be a resident of the new city. Write a letter to a friend describing what you like about the new city.	*Pupils* Brandwein. *The Social Sciences–Concepts and Values* (Brown). Kenworthy. *One Nation: The United States.* Shah. *Communities Around the World.* *Pupils* Educational Research Council of America. *The Metropolitan Community.*

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Federal legislation dealing with civil rights (Civil Rights Acts) 1957–Voting Rights Act 1960–Voting Rights Act 1964–Equal Accommodations Act 1965–Voting Rights Act 1968–Housing Act (deals with concept of freedom of choice in housing)	Federal legislation, in some instances, has increased residential segregation.

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How has the government affected discrimination in housing?	Investigate the Civil Rights Acts from 1957 until the present time.	*Teachers* Blaustein and Zangrande. *Civil Rights and the Black American–A Documentary History.*
What is the relationship between residential segregation and the freedom of choice concept?	Make a chart using the following headings: Origin Provisions Effects on integration	Freeman. *Social Problems: Causes and Controls.* Hovenier. *Perspectives in United States History.*
What are the roles of the governmental agencies? HUD (Housing-Urban Development) HCD (Housing-Community Development)	Examine and analyze the services rendered by the following agencies: FHA (Federal Housing Authority) The United States Housing Authority Urban Renewal Agency HUD HCD	Baltimore Department of Housing and Community Development. *HCD-1970: Annual Report.* *The Emerging City–1971: A Report from the Mayor.* Netzer. *Economics and Urban Problems.* Simpson and Yinger. *Racial and Cultural Minorities.* U.S. Commission on Civil Rights. *Summary and Text of the Voting Rights Acts* (Pamphlet Form).
What are some problems that the Secretary of Housing and Urban Development might encounter?	List some of the problems in planning that might be considered by the Secretary of Housing and Urban Development.	Venetoulis and Eisenhauer. *Up Against the Urban Wall.*

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some of the causes of unemployment? Education Availability of jobs Advanced technology	List on a chart some reasons why jobs are not available to urban inhabitants in our city.	*Teachers* Netzer. *Economics and Urban Problems.* *Pupils*
What are the kinds of unemployment? E.g., Frictional Seasonal	Chart the different kinds of unemployment and list the types of people who would be affected by each. Read an account of social mobility. Discuss social mobility in your community.	Brandwein. *The Social Sciences–Concepts and Values* (Brown). Owen. *Inquiring About Culture.* Kenworthy. *One Nation: The United States.* Fielder. *Inquiring About American History.* *Audio-Visual* *Fundamentals of Economics: Population; Labor and Labor Unions.* Filmstrip.
What is the present unemployment rate in Baltimore among minority groups? Youth Males Females How do education and technology affect employment? What are the roles of labor unions in the area of employment? What are equal opportunity employers? What effect have labor unions had on equal opportunity employers?	Read the newspaper articles on the unemployment rate in Baltimore. Analyze and evaluate the statistics. Collect newspapers for at least one week. Use the classified ads to find out the kinds of jobs that are available to inexperienced persons in Baltimore. Classify according to sex and age. Identify equal opportunity employers. Explain how labor unions relate to equal opportunity employers.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community		
	Destructive influence of poverty and unemployment upon health Population density Personal instability	Frustrations of poverty may sometimes cause individuals to engage in activities that are damaging to their health and well-being. Frustrations of poverty Negative behavior Personal instability

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is an adequate income? What does the federal government consider to be an adequate income? Our city government? What factors determine whether or not an income is adequate? (Number of members in family, etc.)	Make a budget for a family of seven members. Make a list of the items to be considered and the approximate cost of each. Estimate the yearly income. Compare with the city government's figures for adequate income.	*Pupils* Crain. *The People of South Asia.* Kenworthy. *One Nation: The United States.* Schultz. *Inquiring About Technology.*
Of what importance is it to become involved in civic and social activities?	Analyze this statement: Some sociologists believe that people who reside in poverty areas have little or no involvement with the mainstream of society. E.g., civic activities, social functions. Present arguments for and against.	
How did an economist compare the standard of living of the United States with that of other countries of the world?	Compare the elements of poverty in India with the elements of poverty in our country.	
How may elements of poverty influence the behavior of an individual? E.g., How does the individual sometimes feel about himself and his environment? How does he sometimes express his feelings?	Evaluate the following attitudes of children: A child who pouts because he can't have a new bicycle. A child who yells because he doesn't want to share his toys. A child who cries because he is one of nine children and his parents can't affort to buy him a new suit. Assume the role of both the parent and the child. List some reasons why some people might seem to be angry or disagreeable when responsibilities are great and demanding. Discuss whether or not you think they are justified.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
In what ways can the frustrations of poverty affect health conditions? E.g., Drug addiction Alcoholism Malnutrition Susceptibility to diseases	Imagine that your teacher has given you an assignment to do. You must do this assignment in order to pass to the next grade. He or she has given you no materials or references with which to work. List ways or methods you would use to try to solve this problem. Imagine an adult with a more serious problem (supporting a family) to solve, with little or no resources with which to work. Discuss ways in which he might try to solve his problem. Discuss possible reactions of some people who can't seem to solve serious problems. Decide which reactions would be most helpful to the individual.	*Teachers* Baltimore City Public Schools. *Drug Education: K-6.*
How does drug addiction affect conditions of the individual?	Review some of the understandings about drug addiction in a class discussion.	
How does the drug traffic affect citizens of the city?	Be prepared to discuss the following: Causes of drug addiction Kinds of drugs Characteristics of drug addicts Relationship between crime and drug addiction How to recognize certain drugs	
How would you describe the drug traffic in our city and other cities? What are some possible reasons for changes?	Share with your class some experiences you might have had with drugs and drug users. Read and analyze pamphlets about drug use. List some of the effects of drug addiction on personal health.	
What may be the relationship between poverty and family organization and/or lifestyles? E.g., Number of family members Head of household	Some sociologists believe that the absence of a male head of a household contributes to the disorganization of a family. Analyze and evaluate this statement.	Analyze the following statement: Some families that have a female head are sometimes better organized than families with only a male head.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Services Social Health Education Protective Law enforcement Environmental Transportation Cultural Recreational	Providing services to improve the human condition has become one of the major responsibilities of private and government agencies.
	Government social service programs Department of Social Services–types of services available Child care Adoption agencies Disability programs Care for the aged Geriatrics Eligibility requirements Kinds of recipients Method of financing Controversy over existing system Taxpayers Recipients	Programs of the Department of Social Services are expanding as the conditions of the city become more critical. Unemployment Population increase Social services are directed toward satisfactory living arrangements, self-care, rehabilitation, and self-support of qualified individuals. Social services Health services Rehabilitation Self-support

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
		Pupils Brandwein. *The Social Sciences—Concepts and Values.* Hanna. *Investigating Man's World—Metropolitan Studies.* Schreier. *The United States: Understanding Through Inquiry.* *Audio-Visual* Hubbard. *City: Population.*
What is the Department of Social Services? Why do you think it originated? What services does the social services program offer? What are the requirements for receiving benefits from the social services program?	Investigate and analyze the conditions that might necessitate the emergence of a social service program. E.g., unemployment, over-population. Arrange a panel discussion concerning the advantages and/or disadvantages of receiving assistance from the Department of Social Services.	
Why is there much controversy among the citizens today about the present public assistance program?	Arrange a debating team to argue this point: The Social Services Department should discontinue benefits to people who are able to work. Debate whether or not a public assistance program is necessary.	
What are some new developments in the Department of Social Services of some cities? E.g., New York.	Find out some of the major changes in the Department of Social Services in our city and other cities. Discuss possible reasons for changes.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some private social service programs available to people in our city?	Find out the programs of the following: Florence Crittenton Services Iona Whipper Homes Echo House	*Teachers* Freeman. *Social Problems: Causes and Controls.* Netzer. *Economics and Urban Problems.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* Baltimore Department of Housing and Community Development. *HCD-1970: Annual Report.* *The Emerging City–1971: A Report from the Mayor.*
Why do you think the elderly are of much concern to the Department of Social Services?	Investigate the services provided by the Department of Social Services. Evaluate and discuss.	
What is geriatrics? Why is there much emphasis placed on the field of geriatrics?	Define geriatrics. Discuss some reasons why the field of geriatrics has become widely recognized.	
What is the life expectancy in urban areas today?	Compare life expectancy of people in urban centers today with that of those who lived in urban centers many years ago. Chart and discuss.	
How does life expectancy in urban areas today compare with that of many years ago?		
What are some of the problems that accompany old age? Health Public opinion Facilities Finances	Chart some of the problems that accompany old age. Discuss possible reasons for these problems. Investigate the public and private facilities provided for senior citizens in our city. Analyze and evaluate.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Services for health Hospitals Shortage of doctors Inadequately trained staff Clinics Limited services Facilities Medical centers Costs Accessibility Private doctors Population shift to suburbia	Health services are becoming limited, unavailable, and inefficient in some urban areas. Increased population Population shift Staffing

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is your attitude about elderly people? How do you feel about caring for them? What is your attitude about having elderly people institutionalized?	Prepare a brief talk about your attitude toward elderly people. E.g., Having them live in your home Caring for them Placing them in institutions	*Teachers* Freeman. *Social Problems: Causes and Controls.* *Pupils* Brandwein. *The Social Sciences--Concepts and Values* (Brown). Shah. *Communities Around the World.*
What are the attitudes of other cultures about elderly members of the family?	Read information and compare the attitude of the following ethnic groups about the elderly. E.g., family organization among Indians, Africans, Europeans, and Asians.	
How many hospitals, medical centers, clinics, etc., are available to you and the residents of your community? Of other communities? In which areas of the city are these facilities located?	On a large map of Baltimore, locate the medical services available in your community and other communities. Create your own legend to indicate the location of these services. E.g., Hospitals (red) Clinics (blue) Private doctors (yellow)	
Are these medical facilities adequate for the number of people they service? Why or why not?	Use Hubbard Model to plot, analyze, and compare services of different communities. Number of services Kinds of services provided	

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DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
If you were redesigning the city, how would you relocate these services?	Pretend you are the Commissioner of Health. You have called a staff meeting to discuss medical services in our city. Using a map of Baltimore and the Hubbard Model, plan a talk and discussion. Be sure to include the following: Kinds of services provided Location of services Evaluation of services Kinds Number of people serviced Redistribution of services Attracting medical personnel Building new facilities	*Teachers* Freeman. *Social Problems: Causes and Controls.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* Weinberg. *Social Problems in Modern Urban Society.* *Audio-Visual* Harper & Row. *Discussion Pictures for Beginning Social Studies,* Study Prints.
How have health facilities and services in urban areas been affected by residential segregation? Why is the number of available private doctors decreasing in urban areas? What is your opinion about hospital districts? Would you prefer to go to a hospital that is close to where you live or one that you consider to be better equipped? Why?	Examine and evaluate the following statement: Many doctors are moving their practices to suburban areas, leaving urban hospitals and clinics inadequately staffed to accommodate inner-city residents. Arrange a debate to argue the following: People must attend the hospital that is closest to where they live.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Issues in education Overcrowdedness Dropouts Busing Curriculum relevancy Discipline Decentralization Powers of School Board Desegregation of schools School disturbances	Education for minority groups must be improved if Blacks and other groups are to become full members of American society. Teacher training Relevant curriculum Career education
	Land use for education New construction Additional schools Schools used as community centers Adult education centers Day care centers Middle schools	Greater emphasis on the importance of education has created the need for increased educational facilities.

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What are some of the issues in education in our city? Why do you suppose these issues exist in our city?	Plan a class project: suggested subject, *Issues in Urban Education.* Assign topics for research. Utilize multi-media: books, charts, newspapers, graphs, television, resource people in the schools and community.	*Pupils* Rogers. *This Is Man.* Senesh. *The American Way of Life.*
What is the attitude of people in your neighborhood about schools and education in our city? What are some of the educational issues in other cities? What is your opinion about the attitudes of these groups of people?	Use information learned in research project to develop class questionnaire for interviewing purposes. Be sure to include: Relationship of pupils and teachers School-community relationship Curriculum relevancy Disciplinary measures Compile chart and analyze results of questionnaire.	
What is your personal attitude about the educational issues in our city and other cities?	Make a class scrapbook of newspaper articles about issues in urban education in our city and other cities. Include brief personal summaries and evaluation.	
What are some feelings about the relationship between poverty and education?	Investigate the following: The drop-out rate in Baltimore The absentee rate in Baltimore The number of pupils who completed grades six, seven, nine, and twelve. Utilize the above findings in a panel discussion. Discuss possible reasons for such and the effect on the lives of the drop-outs.	

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TEACHING LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
How has freedom of choice affected the desegregation of schools? What is the purpose of busing? Have you experienced busing in your community? What were your feelings?	Find out the opinions of the public on the issue of busing. Share with the class. Interview adults and/or students who are affected by busing. Present findings to class.
What are some of the new educational facilities in our city today? Of what importance are these facilities to people in urban communities?	Investigate the programs in the following education centers: Community Schools Adult Education Centers Day Care Centers
Have you or has anyone you know living in the city experienced danger to himself or his property?	Present a display of pictures, headlines, and/or news articles that illustrate or describe: A fire — A fraud A flood — An assault A burglary — A traffic accident Discuss similar experiences, what happened, what assistance, if any, was given, how the persons felt about the experience.
Are services provided by the city for the protection and safety of the citizens? If so, what are they?	Prepare a chart similar to the following: *What Would You Do If . . .* You saw fire and smoke coming from the windows of a neighbor's house. Your bicycle was stolen. Two cars collided in front of your house. Both drivers appear injured. You have been offered drugs by a person you know.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	

TEACHING-LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
	Role-play the above situations and discuss: What you would do. What assistance you would request. Whether the assistance is provided by the city, a volunteer, or private agency. The type of service provided by the city that would be helpful in the above and similar situations.
What are protective services? What protective services are provided?	View film to observe the activities of the Fire Department and the Police Department.
How do cities provide citizens with protective services?	Discuss the protective services provided by each department. Make a comparison chart of protective services offered by each department.
What are some of the responsibilities of the Police Department and the Fire Department to the citizens in your community?	Invite a representative from the Fire Department to discuss: Responsibility of firemen to citizens Responsibility of citizens to firemen Qualifications for becoming a fireman
What are some of the responsibilities of the citizens in your community to the Fire Department? To the Police Department?	Invite a representative from the Police Community Relations Department to discuss: Responsibility of policemen to citizens Responsibility of citizens to policemen Qualifications for becoming a policeman Discuss, question, and evaluate.
What are the qualifications for becoming a policeman? A fireman?	Complete the comparison chart of the two departments with information concerning the responsibilities and qualifications of each.

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TEACHING-LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
How would you evaluate the protective services in your community? E.g., fire protection.	On a map of your community, plot the fire houses and fire alarm boxes. Discuss: The distance of some homes from the fire house, fire alarm boxes The importance of time and distance when there is a fire The number of and location of fire houses and fire alarm boxes
Where are the fire houses located in our city? Where is the fire house nearest to your community? How can it be reached in an emergency?	Make comparisons and tentative conclusions concerning the adequacy of fire houses and alarms for your community.
What is the relationship between the policemen and the citizens in your community?	Discuss some of the experiences that you and/or someone you know have had with policemen. E.g., a crossing guard, a patrolman.
What is the attitude of the people in your community about policemen?	Express your feelings or opinions about the experience.
How might the interaction of the policemen and the citizens of a community affect the crime rate in the community?	Take a survey in your classroom to find out if the pupils would support the law by reporting a crime committed by an unknown offender; committed by a relative or friend.
In what ways are the people in the community dependent upon the policemen?	Chart, analyze, and evaluate.
In what ways can the people in the community help the policemen?	Discuss how policemen relate to the members of your community. E.g., Unofficial conversations Volunteering help
How would you evaluate the relationship between the policeman and the citizens in the community?	Interview people in your neighborhood to find out whether or not they have had a need for services from the Police Department and the responses received. Present information to class.

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Do you think the Police Department offers enough protection to the people in our city? Why or why not?		
What public facilities are providing protective services for its people?		
What kinds of protective services and measures are provided?	Investigate the various kinds of protective services and measures provided for citizens in our city.	
What human resources are provided? What mechanical devices are provided?	Investigate: security guards, burglar alarms.	
Would the protective services provided in these public facilities be considered municipal or private services? Why?	Discuss reasons for the increase in protective services in public buildings. Hospitals Department stores	
How would you evaluate the following: The increased need for protective services and measures The results of the use of these services and measures	Evaluate the results of these services. Arrange a panel to discuss the following: Reasons why you think it was necessary to increase protective services in hospitals, banks, department stores, etc. How effective you think these protective services have been.	
What kinds of protective services make use of volunteer help?	Read about and study pictures of the activities of volunteer firemen. Compare the responsibilities of volunteer firemen and firemen hired by the city.	
What are the responsibilities of volunteer firemen?	Discuss the reasons why more volunteer firemen are found in small towns rather than large cities.	
What are the responsibilities of volunteer civil defense workers?	Locate the civil defense shelters in your community. Plot them on a community map.	Interview a civil defense worker to find out his responsibilities and his reasons for volunteering.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is your prediction about protective services in the future of the city?	Write a short paragraph about what you think is the future of protective services in our city and how well you think they might work. Give some suggestions as to changes you would make.	*Teachers* Weinberg. *Social Problems in Modern Urban Society.* *Pupils* *Justice in Urban America.* *Audio-Visual* SRA. *Influencing Each Other.*
To what extent is the behavior of an individual affected by social factors?	Discuss how one's environment might have an effect on his behavior.	
What are some types of crimes committed in the cities? E.g., Crimes against property Crimes against people	Invite a policeman or a speaker from the Police Community Relations Division to discuss the different kinds of crimes. List as many types of crimes as you can think of. Categorize them into the following: Crimes against property Crimes of aggression (against people) Discuss reasons for these types of crimes.	
What are some causes of crime in our city?	Investigate the crime rate in different sections of the city. Chart. Arrange a panel to discuss this issue. Age — Local community Sex — Socio-economic status Crime is not limited to ghetto areas. Justify or dispute this statement.	
What factors contribute to juvenile delinquency?	Analyze case studies and statistics to determine the contributing factors to juvenile delinquency. Chart findings. Synthesize results.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Ecological hazards Air pollution Factories Automobiles Trash burning Water pollution Detergents Chemicals Litter Radiation Noise	Pollution results from many activities of both man and nature. Ecological hazards Pollution
	Effects of pollution on health Respiratory ailments Hearing loss Diseases (resulting from poor solid waste disposal)	Ecological hazards in our cities can create health problems for the people who live there.
	Public and private control of pollution Government agencies and commissions Private agencies and individuals	Controlling pollution is the responsibility of all citizens.

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is meant by pollution? What are some causes of pollution? Why is pollution called an ecological hazard?	Define pollution. Read to find out what is an ecological hazard. E.g., pollution of the air, land, and water; noise, radiation, and smog. Find the causes for each kind of pollution. View film and listen to record on pollution.	*Pupils* Bacon. *The United States and Canada.* Bass. *Man and Society.* Hanna. *Investigating Man's World–United States Studies.* King. *The Social Studies of Our World.* Schultz. *Inquiring About Technology* *Audio-Visual* *Air Pollution, What Is It?* Filmstrip. SRA. *Our Working World–The City, Water, and Air,* Filmstrip.
What are the effects of pollution on health conditions? Why has there been increased concern about pollution?	Read and discuss articles concerning the effects of pollution on the health of people.	
Have you been affected by any form of pollution? If so, how?	Tell of your experiences or the experiences of others with various forms of pollution.	
How does the expanding automobile industry affect pollution? What are some health conditions that could develop from air pollution?	Investigate and chart the number of families in your community who own automobiles. Discuss the relationship between automobiles and pollution.	
Can automobile owners help prevent air pollution? Explain.	Have a panel discussion on air pollution and the automobile.	
What is being done to combat and control pollution in the cities? What laws have been passed against pollution? What are local industries doing to control pollution?	Write to the Environmental Protection Agency to obtain information about laws against pollution. Organize, publish, and distribute an informative paper about pollution. Make ecology posters.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What facilities are provided by the city for solid waste removal? How effective are they?	Read to find out some innovative methods for solid waste removal. Evaluate.	*Teachers* Freeman. *Social Problems: Causes and Controls.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* Weinberg. *Social Problems in Modern Urban Society.* *Audio-Visual* Harper & Row. *Discussion Pictures for Beginning Social Studies,* Study Prints.
How does the city dispose of its solid wastes?	Write to the Department of Public Works for information about solid waste disposal in Baltimore.	
Where are there some evidences of land misuse in your community? How has this land been misused?	Plan a walk through your community in order to look for land areas that you consider to be misused. Make a list to share with the class. E.g., Empty lots Lots with junked cars, etc. Neglected yards Dilapidated houses	
How could you plan and implement a project to make better use of this land?	Decide which projects you as a student could handle and which ones must be handled by city officials.	
What steps would you have to take to improve property that did not belong to you?	Devise a classroom project showing ways you can improve land sites in your community. E.g., adopt a lot; make diagrams, charts, pictures, posters; write letters; call in consultants.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Sanitation services Street cleaning equipment Street-sweeping trucks Garbage and trash collection Scavenger pick-up service Rodent control services Effect on health of the people Availability of sanitation services Schedule of services Individual responsibility for obtaining services	People in the community have individual responsibilities for keeping the neighborhood sanitary.

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What sanitation services are offered to you and the people in your community? Of what importance are sanitation services to the city?	Investigate the sanitation services in your community. E.g., Trash collection Street cleaning Pest control	*Pupils* Bacon. *The United States and Canada.* Schultz. *Inquiring About Technology.*
How is the health of the people affected by improper sanitation measures?	Have groups research information and report orally to the class using pictures, charts, etc. Include the following: Importance of specific sanitation service How the health of the people is protected	
How often is your neighborhood serviced by the Bureau of Sanitation?	Frequency of service in your neighborhood	
Is the service of the Sanitation Department adequate for your community? Why or why not?	How satisfactory the service is Agencies responsible for sanitation services Necessary steps taken to receive additional services if needed Individual responsibility for improving sanitary conditions in your neighborhood	
What suggestions could you offer to the Bureau of Sanitation for your community?	If needed, write individual and/or cooperative letters to the Bureau of Sanitation about improving sanitation services in your neighborhood.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
The child living in an urban area usually has a keen awareness of societal conditions. Mass media are motivating the more matured child to examine the conditions of the city and to make comparisons with other cities of the state, nation, and world. By these comparisons, he should realize the nature of these conditions and understand how the creation of such in the past becomes a vital part of his present life and could possibly continue to exist in the future. It is necessary for the child to realize that people of many ethnic, racial, and/or religious groups are affected by these conditions. He must also determine which constructive forces help to develop the city and to recognize the forces over which he has little control. He should investigate those forces over which he does have control and then make intelligent, appropriate choices. Awareness of his present situation is necessary for the child to understand why he should become a responsible, action-oriented individual. The purpose of this unit is to have pupils become cognizant of the current conditions and/or issues in cities of the world, with emphasis on those in his particular city, and to analyze and evaluate the alternatives and responsibilities for change. It is important that the teacher provide experiences that will enable the pupils to: –Examine the current conditions of the city –Examine the forces that presently determine the conditions of the city –Analyze the factors which helped to create the urban conditions	Transportation services Availability Scheduling Expansion of city boundaries Redistribution of services	City planners must be concerned with changing and/or improving transportation services.

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are the various means of transportation in cities?	View film loop showing various means of transportation in cities.	*Pupils* Hanna. *Investigating Man's World.* King. *The Social Studies and Our Country.* Schultz. *Inquiring About Technology.* *Audio-Visual* Holt, Rinehart & Winston. *Study Prints.* Hubbard. *Views of the City.* Hubbard. *City: Transportation.*
What means of public transportation are available in our city? In other cities?	Discuss and compare public transportation facilities in our city with those of other cities.	
How are the public transportation facilities in our city different from other cities? E.g., New York's subway system.	Find cities that have different transportation systems. Discuss possible reasons why these systems are needed.	
What public transportation is available to you and the people in your community and other communities?	Obtain a time schedule from the MTA (Metropolitan Transit Authority). Examine and analyze the schedule for your community and other communities.	
How would you describe the transportation system in your community and other communities? E.g., availability, scheduling.	Find out how the MTA determines the number of facilities to be placed within a particular area. Discuss your opinion about this procedure.	
To what extent are people in your community affected by public transportation?	Compose a questionnaire to interview persons in your neighborhood to find out how many of them make use of public transportation and how many have automobiles.	
What are some advantages of having your own means of transportation? Disadvantages? E.g., parking facilities, expense.	Arrange a panel to discuss the advantages and disadvantages of owning an automobile.	
How effective are the transportation routes in our city?	Invite a representative from the MTA to discuss the rapid transit system and its effects upon land use. Debate the effectiveness of the various transportation routes in our city.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Rapid transit Transportation routes Tunnels–expressways Highways–beltways One-way streets, etc.	A rapid transit system will produce several new transportation routes and facilities to help improve the traffic conditions of the city. Rapid transit

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How has building new highways affected some people in the communities? What provisions are made for families who were forced to relocate because of the construction of new highways, etc.?	Plan a debate presenting the *pros* and *cons* of proposed expressways in the city. E.g., Through Leakin Park Through Fells Point area Include the following information in the debate: Highway and/or expressway that will force families to relocate The sections of the city that will be serviced by the new highway, etc. The proposed plans for new expressways The reasons for building them	*Pupils* Bass. *Man and Society.* Hanna. *Investigating Man's World–Metropolitan Studies.* King. *The Social Studies and Our Country.* Schreier. *The United States: Understanding Through Inquiry.* *Audio-Visual* Hubbard. *Views of the City.* Hubbard. *City: Transportation.*
How is the cost of providing transportation met? Where on the list of budget priorities is transportation?	Find out and discuss the following. (See article "How City Budget Dollar Is Spent.") How much of the tax dollar is spent for transportation services How the money allocated for transportation compares with other services of the city	
What is being done to improve transportation facilities in our city? In other cities? E.g., Increase in the number of vehicles Building and improving highways	Write to the RPC (Regional Planning Council) and the MTA (Metropolitan Transit Authority) who have worked together to improve the transit system in our city.	
How is the federal government responsible for the construction of highways? What is the responsibility of RPC (Regional Planning Council) for the improvement of highways?	Read material and discuss the proposals made by the RPC (Regional Planning Council) for the construction of highways and mass transportation systems. E.g., within the megalopolis.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
In your opinion, is there a need to improve transportation facilities? Why or why not?	Make up a questionnaire. Include questions about needs for private and public transportation. Use the results of the questionnaire to determine the needed improvement for city transportation.	*Teachers* Bureau of Recreation 1100 N. Calvert Street *Pupils*
How many recreation centers are available to you in your community? How adequate are the recreational facilities in your community for the number of children who reside there?	Visit the recreation center nearest you. Obtain a schedule of activities available. Select activities that might be interesting to you. Arrange to participate. Obtain a copy of a schedule of activities at the Baltimore Stadium and at Druid Hill Park. Arrange to attend at least one activity at each place.	Hanna. *Investigating Man's World–Metropolitan Studies.* Fielder. *Inquiring About Cities.* Senesh. *Our Working World–Cities.* Schreier. *The United States: Understanding Through Inquiry.* *Audio-Visual* Hubbard. *City: Population.*
If you were a recreation specialist in charge of relocation and development of recreation centers in our city, what would you suggest?	Use Hubbard Model to redistribute recreation centers.	
How do recreational activities in our city compare with those of other cities?	Observe films or filmstrips depicting the diversity of recreational facilities in large cities. Analyze whether or not this diversity is important.	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	More diverse activities to meet the needs of all age groups Better coordination of community and citywide activities Responsibilities for support Individual Group Public Private	

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do city parks provide recreational facilities for people in our city?	Locate city parks on a map. Analyze the distribution of parks in the city.	*Teachers* Freeman. *Social Problems: Causes and Controls.* Netzer. *Economics and Urban Problems.* Venetoulis and Eisenhauer. *Up Against the Urban Wall.* Baltimore Department of Housing and Community Development. *HCD 1970: Annual Report.* *The Emerging City 1971: A Report from the Mayor.* *Audio Visual* Hubbard. *City: Culture.* Hubbard. *City: Recreation.* *Views of the City - Parks.*
What are inner parks?	Visit inner parks and vacant lots converted to recreational parks.	
How many city parks are available in your community?	List the parks in your community. Make a booklet listing various city parks and facilities they provide for recreation.	
How do some cultural activities promote cultural pluralism?	Chart and discuss some cultural events that emphasize multi-ethnicity. E.g., "I Am An American Day" Parade Baltimore City Fair Fells Point Festival	
What types of music activities are offered in our city?	Read local papers to find out the types of music activities offered. List three different types of music activities. Which type would you like to attend? Why? Listen to recordings of the following three types of music: rock, jazz, and symphony. Predict the age level of the audience which would appreciate each type.	

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TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
How do cultural activities in other cities compare with those in your city?	View a filmstrip showing the diversity of cultural activities in large cities. Compare with activities in your city.	*Teachers* Freeman. *Social Problems: Causes and Controls.* Deussen. *Exploring Baltimore.*
Why are some public cultural activities more successful than others? What types of cultural activities would be more attractive to you? Why?	Compare the results of the following cultural events: Fells Point Fund Festival Baltimore City Fair Flower Mart	*Pupils* Owen. *Inquiring About Culture.* *Audio-Visual* *Man's Interaction with Natural Resources,* Study Prints.
Why does the use of specific areas of land change from time to time?	Plan a walking trip around your neighborhood. Observe the changes in land use.	Hubbard. *City Land Use,* Transparencies. Hubbard. *Metropolitan Base.*
How does the change in population affect the change in land use? How has land use in your neighborhood changed?	Interview a resident who has lived in your neighborhood for a long time. Find out some changes that have taken place.	
Are there any plans for changes in land use in your neighborhood? If so, what are they? If not, what should they be?	Invite a representative from your neighborhood improvement association to discuss plans for your immediate neighborhood.	
How is the use of land different in urban areas from that in suburban areas?	Use Hubbard Metropolitan Model or any other model to identify and analyze the use of land in urban areas with that in suburban areas.	
Have city planners felt a need to rebuild the downtown areas of our city? Of other cities? If so, why?	Visit the downtown area of our city. Compare the new sections with the old sections. View study prints of downtown areas of other cities. Compare with Baltimore.	
What problems might planners have in rebuilding the downtown areas of cities? E.g., land space, types of buildings.	Discuss reasons for differences in structure. View film loops of downtown areas of other cities. Compare with Baltimore.	Invite a representative from the City Planning Council to discuss plans for rebuilding our city.

CONCEPT THEME: THE URBAN SCENE – CHALLENGE AND CHANGE

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Comparison of Baltimore and surrounding counties Location in subdivisions Racial makeup Housing patterns Employment and income levels Services Government Form Tax base Common problems to be solved by Baltimore City and surrounding counties Imbalance of wealth Urban sprawl Conservation and use of natural resources Duplication and coordination of services Use of human resources Metropolitan government	The survival of cities is dependent upon allocation and coordination of resources and efforts of people. Human resources Physical resources Metropolitan government

TEACHING LEARNING STRATEGIES	
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY	
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*
What counties surround Baltimore City?	Locate on a map the counties that surround Baltimore City.
Do the counties and the city relate to each other? If so, how?	Identify the counties closest to and farthest from Baltimore City. Trace on a map the transportation routes that link counties to counties and counties to cities: highways, parkways, beltways, bridges, and tunnels.
	Discuss who uses the highways, parkways, beltways, etc. Why they are necessary? How they are financed (construction and maintenance)?
How does Baltimore compare with the surrounding counties? E.g., Income level Homeownership Rental property Racial makeup Heads of household	Secure from the public library and study the latest Census reports for Baltimore City and two surrounding counties. Make a chart comparing the city and counties. Draw conclusions concerning the following: Population—size and racial makeup Distribution of wealth
In what county is Annapolis? Westminster? Baltimore? Are there any similarities or differences? Explain.	Locate Annapolis and Westminster on a map. Identify the counties in which they are located. Locate Baltimore City. Compare Baltimore City's location to that of Annapolis and Westminster. Explain how they differ.
Are there advantages and/or disadvantages for a city's being in a county?	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is metropolitan government?	Read to find out what metropolitan government is; the effect of metropolitan government on the finances of a city.	*Pupils* Hanna. *Investigating Man's World–Metropolitan Studies.* Senesh. *Our Working World–Cities.* Senesh. *Our Working World–Regions of the United States.*
Could metropolitan government help solve some of the problems of the city? If so, how?	Find examples of metropolitan government on a map of our state. Chart the advantages and/or disadvantages if Baltimore had metropolitan government.	
Should there be cooperation between cities and counties? If so, why? If not, why not?	Write a paragraph containing your ideas concerning this topic: Should there be cooperation between cities and counties? Tell why you feel the way you do.	
How might city and county officials solve common problems?	Set up research committees. Have each committee select one problem to study. Read, view filmstrips, and study illustrations in the text to find out how some city and county officials are working together to solve their problem. Chart the information. List any additional ideas that members of a committee might have. Choose any of the following (or similar) ways to share information and ideas with the class. Panel discussion Round table discussion	

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
–Compare the existent conditions of his city with those of other cities of the world –Realize the importance of his involvement with decision-making –Realize his responsibility to himself and to his community	Efforts to solve problems of race relations Bi- and/or multi-racial interaction Attitudes toward visibility Social rejection Race as a social standard Racial stereotype Prejudice and the social process	The minority group population in this country continues to adjust to the problems of society. Visibility Stereotype Social rejection Equal rights Social adjustment Social processes
	Attitudes toward integration Knowing one's self Accepting truth Making positive stands on one's convictions Projecting "humaneness" in behavior	Positive interaction among multi-ethnic groups and attitudes about integration are interdependent. Understanding Interaction Integration

TEACHING LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is social rejection? What is social mobility? Are people of minority groups affected by social rejection and/or social mobility? If so, how?	Investigate the meaning of social rejection and social mobility. Cite specific instances. Discuss how these terms relate to people of minority groups.	*Teachers* Freeman. *Social Problems: Causes and Controls.* *Pupils* Owen. *Inquiring About Culture.*
Does the skin color of the Black man make him a more obvious candidate for discrimination? If so, why? What about other minorities? E.g., Japanese, Chinese.	Analyze the following statement: Light skin color and Caucasian features were often more highly valued, at least among middle-income whites, than Negroid characteristics; even among Negroes. Discuss why this may or may not be true today. Use study prints to discuss effects of the visibility of other ethnics.	
What are *humanness* and *humaneness?* Are they related to racial interaction? If so, how? Can racial interaction promote understanding among groups? Explain. Can racial interaction develop an appreciation for a variety of life-styles? Explain.	Invite a class of different ethnic, racial, or religious background to your school. Plan activities that would depict the following: Sharing Understanding diversified life-styles and customs Need for extending relationships	
What is integration?	View a variety of study prints to develop concept of integration.	
How do some whites and Blacks feel about integration? What evidence do you see that might support your answer?	List some of the reasons that you know why some whites and some Blacks do not want to integrate. Evaluate and discuss.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY *SAMPLE QUESTIONS*	*SAMPLE LEARNING EXPERIENCES*	
What is the integration law? How has it affected changes in the city's school system?	Discuss how integration has affected the school system in our city. E.g., Busing Districting	
What is your opinion about integration?	Tell your feelings about integration. In education In housing In employment	
What could you do if there are improvements needed in your community?	Role-play the following: Form a City Council. Divide your class into groups to represent districts in the city. Each group will elect by ballot one councilman to represent the group. Elect one person from the group of councilmen to become president of the City Council. City Council will plan for a public hearing to decide on a budget for the coming fiscal year. Each person in the district will write a two-minute speech on what his priorities are, based on his evaluation of the needs of his community. After a public hearing, the City Council members will record, by tallying, the priorities of the people. Entire class will prepare a budget graph or wheel from the statistics of the evaluation sheets.	Form a Junior Improvement Association for your school or home neighborhood. Develop first your goals; then a program of children's projects and events. Elect officers, choose committees, and, if necessary, an advisor. Carry out and evaluate your program. Compose and distribute newsletters and/or flyers about your project. Compose original slogans and songs. Draw and display posters.
	Use transparencies to analyze a budget wheel from the local, state, and federal governments. Compare with priorities of classmates. Discuss and evaluate. Find out the name of the city councilman in your district. Write a letter to him expressing your personal priorities for the budget of our city.	Write a cooperative class letter or an individual letter to the Mayor or your City Councilman, telling about your ideas for improving your neighborhood, our city.

SAMPLE PUPIL EVALUATION OF COMMUNITY CONDITIONS

	Unsatisfactory	*Fair*	*Good*	*Excellent*	*Needs*
CRIME					
CULTURE AND RECREATION					
EDUCATION					
HOUSING					
LAND USE					
POLITICS					
POPULATION					
RACE RELATIONS					
SERVICES					
UNEMPLOYMENT					

ACCESSIBILITY – easy to reach; available.
ANTHROPOLOGY – the study of man and his interaction with society in the past and present.
BLACK VISIBILITY – an instant identification of a member of the Black race because of his color.
BLIGHTED AREAS – areas of deterioration; e.g., run-down houses, poor living conditions, gray areas of the city.
"CENTERS STRATEGY" – organizing shopping and industrial centers within cities to eliminate spread-city conditions.
COMMERICAL AREA – that section of the city that deals with an interchange of goods, productions, etc., by purchase and sale.
COMMUNITY SCHOOL – a school that is operated by the members of the community. Programs are determined by demands of the community.
COMPETITIVE LAND USE – the demand for land in the areas of industry, transportation, housing, recreation, and city services.
COMPULSORY RELOCATION – forcing inhabitants to move from one area to another.
CONFORMITY – going along with, accepting a certain condition.
CONSUMER BEHAVIOR – the way in which an item is purchased; i.e., cash, credit.
DECENTRALIZATION – distributing the administration of the school system throughout the city to foster better school-community relations.
DISCRIMINATION – the act of distinguishing between; making judgments; observing differences.
DIVERSITY OF LIFE-STYLES – different kinds of living habits.
ECOLOGICAL HAZARDS – unforeseen disasters due to environmental factors; e.g., floods, earthquakes, etc.
EDUCATIONAL PARKS – designated areas that contain a complex of schools, each offering different programs.
EXORBITANT – excessive, extremely high in expense.
FRICTIONAL UNEMPLOYMENT – a kind of working situation that operates on a temporary basis. Work that is dependent upon certain environmental demands; e.g., seasonal workers (farmers, etc.).
GERIATRICS – scientific term for the treatment of diseases and problems peculiar to old age.
GHETTO – a portion or section of a city in which minority groups live because of social or economic pressures.
HUMANENESS – an attitude that shows concern and feelings for and about others.
HUMAN RESOURCES – people around us who are able and willing to help us.
INDUSTRIAL AREA – that section of the city that is concerned with manufacturing or other operations through which marketable items are produced.
IN-MIGRATION – large-scale movement into a city.
IRRATIONAL BEHAVIOR – actions that deviate from norms.
INTEGRATION – the act of putting together; interaction among multi-ethnic groups.
MAINSTREAM OF SOCIETY – the course or direction taken in the development of social groups. These groups may be large or small.
MISMATCH OF SKILLS – an economy that demands highly skilled persons with educational backgrounds and a population in which many minority groups do not have these skills. The jobs that are available for unskilled persons are limited.
MULTI-ETHNIC – refers to groups of people who speak the same language, share a common culture, and recognize a common heritage.
MULTI-TRACK SYSTEM – prepared curricula that place the student in a certain category based on his previous academic achievements. Students are not free to change tracks or areas of concentration.
OUT-MIGRATION – people leaving an area in a steady flow to inhabit other areas.
OVERT AGRESSION – reaction that is forceful and boisterous.
PERIPHERY – the outside of an area, around the edges of; e.g., the periphery of the city would be the suburbs.
PHYSICAL RESOURCES – material or natural aids that are included in our environment.
PLANNED COMMUNITIES – a complex of houses, businesses, and all the necessary services to accommodate the people who live there.
POLLUTION – a form of uncleanliness; a state of being impure.
POPULATION DENSITY – heavy concentration of people.
POVERTY – a condition wherein people are without enough money to take care of their basic needs.
PREJUDICE – an unfair attitude or opinion about something or someone.
PUBLIC INTERVENTION – city, state, or federally funded programs to meet the needs of all people.

RACIAL INTERACTION – positive or negative coming together among races.

RELEVANT CURRICULUM – courses of study that directly relate to the experiences and needs of the learner.

REPLACEMENT HOUSING – old, run-down houses are destroyed and replaced with new structures.

RESIDENTIAL AREA – that section of the city that contains houses or dwellings in which people live.

RESIDENTIAL SEGREGATION – the act of living away from others, either voluntarily or by compulsion.

SEGREGATION – separation from others, either voluntarily or by compulsion.

SLUM – squalid, dirty, over-crowded sections of a city, marked by poverty and poor living conditions.

SOCIAL MOBILITY – changing or moving from one level to another economically, culturally, etc.

SOCIAL REJECTION – not accepted in the areas of housing, employment, etc.

SOCIOECONOMIC STATUS – standard of living based on social and economic levels.

SPREAD-CITY – extension of the boundaries of the city.

STEREOTYPE – a fixed, unchanging belief about something or someone.

STRUCTURAL EMPLOYMENT – employment caused by the economic condition of a city or country.

SUBSIDY – assistance or financial support.

SUBURBIA – general term used to describe suburban areas around a city.

VERTICAL STRUCTURES – buildings that extend upward. Levels or floors that are placed on top of each other as opposed to a sprawling or spreading out position.

URBAN AREA – the city and its surrounding areas.

URBAN EXODUS – the rapid moving or fleeing of people from the cities to the suburbs.

URBAN RENEWAL – a program to improve the conditions in the cities.

URBAN SPRAWL – a metropolis that spreads over a huge land area.

YEAR-ROUND SCHOOLS – schools that are open twelve months per year. Provisions are made to enable students to shorten the high school term.

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AUDIO-VISUAL MATERIALS

Sound Films

Catalog Number or Publisher*	*Title*
Sd–1661.2	Evan's Corner
Sd–1683.2	Chicano: From the Southwest
Sd–1584.2	Greece: So Rich, So Poor
Sd–1261.1	Homes Around the World
Sd–1330.2	House of Man, Our Changing Environment
Sd–1582.2	India, Urban Conditions
Sd–1198.2	Land of Immigrants
Sd–1950.1	Man Uses and Changes the Land
Sd–1260.1	Maps: Where Am I?
Sd–1503.4	Neglected, The
Sd–1259.1	Policemen: Day and Night
Sd–1200.1	Policeman Walt Learns His Job
Sd–1682.2	Trick or Treat
Sd–1541.1	Values–Understanding Others
Sd–1050.2	Village in India
Sd–1129.2	What Is Automation?
Sd–1527.1	Why We Have Taxes, The Town That Had No Policeman
Sd–682.3	Weapons of Gordon Parks
Sd–1483.2	What Color Are You?
Sd–1529.1	Why We Have Laws, Shiver, Gobble and Snore

Filmstrips

Catalog Number or Publisher*	*Title*
Hubbard Urban Studies System	
USF 9243	City: Contrasts
USF 9247	City: Culture
USF 9250	City: Industry
USF 9244	City: Population
USF 9246	City: Recreation
USF 9249	City: Transportation
Encyclopedia Britannica Films, 1955	The City Community Series
	Business in the City
	Here Is the City
	Working in the City
	Keeping the City Alive
	Living in the City–Comparison of three children who live in different city areas: an Italian ghetto, an apartment complex, and a suburban area.
	Problems of the City–Brief description of the work of various city departments and how they attempt to make a large city run smoothly.

*Numbers in this column are catalog numbers of materials available at Media and Technology.

Sound Filmstrips

Catalog Number or Publisher*	*Title*
BFA Educational Media, 1972	Man and the City Series Transportation in the City Inner City: Isolation and Unemployment Pollution, Part I: The Cities' Air Pollution, Part II: Water and Garbage Planning Our Cities A New Town
Fr–229-230	Evolution of American Industry–Enterprise and Welfare
Fr–286	We Are Black

Slides

Catalog Number or Publisher*	*Title*
VFU 5534	Views of the City (Hubbard Urban Studies System) Highrise Apartments Older Apartment Buildings Parks Public Transportation Single Family Housing (A) Single Family Housing (B) Two and Three Family Housing
Ks–77	Urban Renewal

Transparencies

Catalog Number or Publisher*	*Title*
UST 5535 UT 6	City Land Use (Hubbard Urban Studies System)

Pictures

Catalog Number or Publisher*	*Title*
Harper & Row	Discussion Pictures for Beginning Social Studies
Rand McNally	Man's Interaction with Natural Resources
Ps–203	Chile
Ps–206	Mexico, The Cities

Models

Catalog Number or Publisher*	*Title*
Hubbard Urban Studies System	Metropolitan Area Base
Science Research Associates	Social Science Laboratory

*Numbers in this column are catalog numbers of materials available at Media and Technology.

APPENDIX A

Baltimore City Public Schools

TV Teacher Guide

BACKGROUND MATERIAL FOR TEACHERS WHO ARE USING THE *BALTIMORE AND ITS NEIGHBORS* PROGRAM

WJZ–TV, Wednesdays, 9:10–9:25 a.m.

Beginning March 11, 1964

Prepared by Mr. Wilbur Hunter, Jr.

Director of the Peale Museum

41/4/12

AN HISTORICAL SURVEY OF METROPOLITAN BALTIMORE*

When the Maryland colonial legislature authorized the "erection" of a town on the "North Side of Patapsco, in Baltimore County" in 1729, they chose well, certainly better than they knew. Many other towns had been "erected" by legislative fiat along the shores of the Chesapeake Bay, but only one was destined for greatness.

The northwest arm of the Patapsco River was a fine harbor for the small ships of the 18th century, protected by hills on the north and south, and with a narrow entrance which could be easily defended from pirates or an enemy. There was firm land close to the waterfront where wharves and houses might be constructed, and a stream, Jones Falls, offered fresh water in abundance.

But in the long run, these topographic advantages meant little to the development of Baltimore. It was the larger geographic context which proved to be the principal factor. Baltimore-town had been founded at the one best point on the edge of the Plateau, running from northern New Jersey to Virginia, which proved to be the easiest and shortest route for a coastal road, and it passed through Baltimore. The same grades were equally attractive to railroads at a later date. Moreover, the best trails from the rich farmlands of the Piedmont Plateau and the Cumberland Valley in both Maryland and Pennsylvania to the tidewater led naturally to Baltimore. The Susquehanna River, flowing south through some of Pennsylvania's finest agricultural sections, met the tidewater not far from the new town. Finally, the several streams in the vicinity of Baltimore, tumbling swiftly out of the Plateau, provided waterpower capable of driving milling machinery.

In the first years of its existence, Baltimore was hardly to be distinguished from other little ports on the Bay. Tobacco was grown nearby and exported in small quantities from the town. But, in the surrounding land, higher up in the Piedmont, the soil was superbly suited for the growth of wheat and corn and for cattle, and this was to be the future direction of the Baltimore economy.

The first significant phase of Baltimore's development may be said to have begun about 1765 when a number of Pennsylvania merchants migrated to Baltimore and entered into the export of wheat, corn, and flour, some of it brought down the Susquehanna River to the City, and some brought in over the country roads in Conestoga wagons. By the time of the Revolution, a network of roads met at Baltimore: the road from Philadelphia which continued southwestward toward Georgetown and Gettysburg; and, most important, the two roads to Frederick which joined to "Braddock Road" leading to Cumberland and beyond.

During the Revolutionary War, the new commodities became increasingly important, but growth became a boom after 1793 when the tremendous war between England and France created a worldwide demand for them. Dozens of waterpowered grist mills were built along Jones Falls, Gwynns Falls, the Patapsco River, and their tributaries; and in the first decade of the 19th century, the city was exporting between 250,000 and 400,000 barrels of flour a year, along with thousands of barrels of preserved meat, millions of board feet of lumber, and similar articles amounting in all to a value of between four and five million dollars. The profits of this war-swollen trade created new capital and employment, and the population rocketed from about 7,500 in 1783 to 63,000 in 1820, when Baltimore ranked as the third largest city in the United States behind only Philadelphia and New York.

Baltimore-town was incorporated as a city in 1797, but it was already becoming the hub of a metropolitan complex which included several satellite manufacturing towns and whose influence was felt in a large part of northern and western Maryland as well as the Susquehanna River Valley in Pennsylvania.

The story of Ellicott's Mills illustrates how some of the neighboring towns were brought into Baltimore's orbit. Andrew, John, and Joseph Ellicott immigrated from Bucks County, Pennsylvania, about 1772 and established a sizable flour mill on the Patapsco River. At first they shipped their product overseas from the little town of Elkridge Landing, but toward the end of the Revolution they built their own wharf and warehouses in Baltimore and pursued a large flour business under the name of Ellicott & Company. The Ellicotts became powerful magnates in the city, while expanding their mill holdings on the Patapsco River and elsewhere.

On the other hand, the accumulation of capital in the early part

* This material is an excellent source of information concerning the founding and the physical growth of Baltimore. It was taken from Chapter II of the Technical Report Number 1 of the Baltimore Planning Council. It was written by Mr. Hunter.

of the 19th century encouraged Baltimore merchants to invest in new enterprises outside the city. For instance, local capitalists founded the Union Manufacturing Company in 1808 on the Patapsco River below Ellicott's Mills to make cotton cloth and, in 1809, the Washington Cotton Manufacturing Company on Jones Falls, far out from the city in the locality we now call Mount Washington, And, to facilitate the growing commerce, city merchants organized and financed a number of quasi-public turnpike companies to replace the antiquated highway system of the early days.

At intervals along the old roads and the new turnpikes were inns to serve coach lines and the wagon drovers. Many of these places are familiar names today. For instance, Ezekiel Towson's tavern on the old road to York was so important that in 1804 the new and improved York Turnpike was surveyed so as to pass the tavern door. Fifty years later this was to be the county seat. Govans was just such a tavern stop on the turnpike, and so were Pikesville, Reisterstown, and Catonsville on other turnpikes.

The end of the war in 1815 found Baltimore a rich, bustling city, but the profit in the agricultural commerce was suddenly deflated by strong competition from New Orleans and New York. Corn, wheat, and cattle could be raised so cheaply in the newly settled Ohio country and so economically transported in steamboats down the Mississippi that New Orleans could undersell the East Coast ports in the world markets. With the completion of the Erie Canal in 1825, New York City was able to tap the same sources and gain significant commercial advantages over Baltimore.

The second phase of Baltimore's metropolitan development came as a response to this challenge. The Baltimore and Ohio Railroad, chartered in 1827 and financed by local capital, public and private, was an ambitious civic project to recapture the city's competitive position in agricultural commerce. This and the other early "rail roads" were intended to replace the old wagon roads in hauling grain, flour, and cattle.

But the lasting effect of the railroads was to be different from what had been expected. Iron ore is plentiful in the Baltimore area, and there were smelting furnaces and forges along the Patapsco River before Baltimore-town was even founded. The demand by the railroads for track, bridges, and rolling stock placed this industry on an entirely different footing. Peter Cooper's Charcoal Iron Works, erected in Canton in 1828, was a forerunner of our modern industrial economy, and others soon followed. In turn, the speed and efficiency of railroad service fostered the establishment of large manufacturing plants outside the city proper.

In 1842 Horatio Gambrill erected the large Woodberry cotton mill on Jones Falls and the Northern Central Railroad line, and this was followed by a spate of other big factories along the railroad as far as Rockdale, including Poole and Hunt Machinery Works at Woodberry. In 1854, the extensive Avalon Rolling Mill and Nail Factory was built on the Patapsco River near Relay alongside the B & O Railroad tracks. Around each of these was built a town for the factory employees, the houses being usually rented by the company to the workers for one or two dollars a month.

The steam engine, applied to boats, had no less profound effect on Baltimore's economy. The first steamboat on the Chesapeake Bay ran between Baltimore and Frenchtown on the Elk River in 1813 as part of a passenger route to Philadelphia, but by the 1830s there were dozens of boats plying between Baltimore and the tidewater ports carrying valuable freight. Baltimore's capital and business facilities attracted the tobacco trade anew. In 1826, the state government recognized the changed conditions of commerce by establishing the official state tobacco inspection warehouse in Baltimore. Oysters and fresh vegetables could now be brought quickly from the Eastern shore to a large market. When, in 1847, Thomas Kensett perfected a practical method of preserving oysters—the hermetically sealed "can"—a new industry was founded in the city and a new means of livelihood established for the tidewater fisherman.

By the time of the Civil War, Baltimore, now a teeming city of 212,000 people, had virtually reversed its position from that of 1800. It was developing as an industrial center, importing iron ore and coal, wheat and cattle from the western parts of Maryland and Virginia, cotton from the south of the United States, sugar, coffee, ore, and guano from South America, and tobacco, fish, fruits, and vegetables from Chesapeake Bay ports. It exported manufactured goods to the world in increasing quantities; and, although the commerce in basic agricultural products continued at a high level, its relative proportion declined.

The Civil War slowed Baltimore's progress without changing its direction, although two important features of the economy suffered because of post-war national developments. Much of the profitable overseas general cargo trade was lost forever to New York, as was

that of other East Coast cities. The exploitation of midwestern iron ores which were suitable to the cheap Bessemer converter process made local iron ore unprofitable, and the Baltimore smelting industry virtually disappeared in the 1870s. However, secondary manufacturing continued to grow, especially the readymade clothing and hat industries and the canning business. In 1885 it was reported that 6,000 people in Baltimore earned a living shucking oysters, and more thousands were employed in making cans and printing labels. This was the high point of the steamboat era when Baltimore harbor was the hub of the internal commerce of the Chesapeake Bay.

Until the last decade of the 19th century, the development of the Baltimore metropolis may be likened to the construction of a spider web. The main business activity and much of the industrial plant was in the core of the city closely surrounded by an ever-widening mass of row houses. The well-to-do built elegant country houses at a distance from the city for summer use, with names which have since been applied to suburban subdivisions such as Guilford, Dumbarton, and Stoneleigh. There were no commuting suburbs in the modern sense but some of the country villages along the railroad lines were developed as summer resorts. A host of spacious frame houses were built in the 1870s and 1880s at such places as Dixon Hill in Mount Washington, Towson, Catonsville, Glyndon, and Pikesville. The most interesting example is the establishment of Sudbrook Park in 1889 on the Western Maryland Railroad near Pikesville. Beautifully planned by the famous landscape architects the Olnsted Brothers, Sudbrook Park boasted of picturesque winding roads, its own railroad station, a hotel, and recreation facilities. In contrast, the industrial satellite towns such as Canton, Hampden, and Ellicott City were wholly centered on the local manufacturing plants which were in turn controlled by Baltimore capitalists. Some of the houses were owned by the mill companies and others were built specifically for the mill labor by building and loan firms. The towns were self-contained, with their own shops, churches, and schools, and the inhabitants were almost entirely employed by the local industry. Even today the insular character of these industrial towns is quite evident.

In 1887 the metropolitan economy of Baltimore entered a third phase with the establishment of the Maryland Steel Company at Sparrows Point. Promoted and financed by Pennsylvania capitalists, the Sparrows Point plant was planned to use coal and limestone from Pennyslvania, Cuban iron ore, and labor from Baltimore City. Although a small company town was included in the works, it was intended for the supervisory and executive personnel, and a railroad was constructed to bring the common laboring force from the city. This employment opportunity attracted many of the recent immigrants from Europe, especially the Germans, Czechs, and Poles, and also the Negro immigrants who were arriving in large numbers from further south.

The first World War saw a similar development in Anne Arundel County with the erection of the immense Fairfield shipyards and the ammunition depot at Hawkins Point. In 1916 the Sparrows Point steel plant was purchased by the Bethlehem Steel Company and greatly enlarged, and Camp Holabird was established.

While both the eastern and southern industrial plants first drew upon the city for their labor force, it was inevitable that residential communities should grow nearby. In the 1870s Highlandtown was no more than an extension of Canton and housed workers for the waterfront industries in that area; but after 1890, it grew rapidly as a dependency of the Sparrows Point Steel Plant, becoming more than a way station on the Annapolis Road until the Fairfield shipyard caused it to mushroom into the largest town in Anne Arundel County. In 1919 the town of Dundalk was established in the county with the backing of the United States Board Emergency Fleet corporation expressly to house employees of the Sparrows Point shipyards.

The industrial growth of Baltimore in this period led to an increase in the city's population of 30 percent between 1890 and 1910, and this did not include the new suburbs such as Highlandtown or those which were spreading outside the city limits to the north and west under the powerful influence of the street car. The first modern commuting suburb in the Baltimore metropolis was Roland Park, which was proposed in 1891 but largely built up after 1900. This was not intended to be a summer resort, but an extension of residential Baltimore out into the countryside, and the Roland Park Company helped to finance an electric street car line to provide daily rapid transit for its commuters to the city. Windsor Hills was begun about the same time, and other suburbs were developed soon after, such as Ten Hills to the west and Morrell Park and Mount Winans to the south.

Thus the elements of the modern metropolitan dilemma were

first exhibited in the Baltimore Area—there was no longer one web, but several interconnected webs, each with its own spider, so to speak. The new trolley car suburbs and the new industrial satellites were urban centers in what had been agricultural counties, and the county governments were faced with novel problems which the antiquated organizations were not equipped to solve. On the other hand, much of the industrial labor of the new county industries lived in Baltimore City whose government had the burden of providing education, health, and police facilities for it.

In 1919 the largest portion of the ex-urban residential area was annexed to the city, including about 100,000 persons. The annexation extended two miles to the east and north, one mile to the west, and southeastwardly into Anne Arundel County to include the Curtis Bay area. Large middle class residential sections to the north and west were added to the city, and the densely populated Highlandtown section, as well as extensive waterfront areas suitable for industrial development such as Canton, the southwest area, and Curtis Bay. However, because Sparrows Point remained outside of the city limits, it cannot be said that this was a complete solution to the dilemma at that time.

For nearly twenty years, the enlarged city boundary was able to accommodate further residential and industrial expansion. In fact, the Fairfield shipyards were closed down after the first World War and few new industries were established in the southern area of the city until the exigencies of World War II. Elsewhere, there were great stretches of land suitable for residential use, such as the Loch Raven Boulevard area, which were barely touched until the 1930's.

Since World War II, metropolitan Baltimore has entered a fourth phase of development in which the automobile has all but obliterated the geographical determinants which formerly guided the area's growth. The area within the city boundary was quickly filled with new industry and new housing and spilled over into the counties. Today, economic orientation seems to follow no pattern. Carroll County part-time farmers drive to work daily in Arbutus; Baltimore executives live in Gibson Island; Dundalk people commute to the Martin Plant at Middle River; residents of Middle River work in Towson; and city residents do their purchasing at county shopping centers.

Yet, the character of the present metropolitan Baltimore is not amorphous. It bears still the imprint of past generations, whose works add variety and beauty to the daily lives of the inhabitants. From the inhabitants and from the merchants who shaped the city in the early 19th century, we have inherited the powerful patriotic tradition which is phrased in the Star-Spangled Banner and made tangible at Fort McHenry. Their classical taste gave us also the magnificent Washington Monument and Battle Monument, the fine Roman Catholic Cathedral, and the Unitarian Church, and splendid country houses such as Homewood, Hampton House, Mount Clare, Doughregan Manor, and others. The merchant-industrialists of the second phase of the city's development have bequeathed great educational institutions—the Johns Hopkins University and Hospital, the Peabody Institute, the Enoch Pratt Library, and the Walters Art Gallery, as well as many fine buildings and churches in the downtown section of Baltimore. Not less interesting, they built the mill towns which lend charm and variety to our countryside and are becoming increasingly fashionable as suburban villages. The generation just past created the industrial basis for our modern economy, but it also gave us the example of well-planned garden suburbs in Roland Park and Windsor Hills which have seldom been equalled or surpassed in quality since.

This is no mean heritage from the past. As we plan to meet the extraordinary problems of today's metropolis, we should not carelessly destroy it.

THE EVOLUTION OF PUBLIC OPEN SPACE POLICY IN THE BALTIMORE REGION*

For nearly a century after the founding of Baltimore in 1729, there was little need or interest in providing public open spaces. As late as 1830, it was a very small city, only about a mile and a half wide and a mile deep, with 80,000 people concentrated in this area. It was only a short walk from any part of the city to the "public gardens" which offered amusement, recreation, and sustenance for modest prices. South of the harbor was Federal Hill on which David Porter operated a marine observatory and also catered to visitors. Scattered through the city were small open spaces around the several public springs and markets.

The chief ceremonial place in Baltimore was the Court House Square at the intersection of Calvert and Fayette Streets, the stage for political rallies, inaugurations, and all kinds of civic events. In 1815 the Battle Monument commemorating the honored dead of the famous defense of Baltimore was located here. The other ceremonial place was on a hill just north of Centre Street in Colonel John Eager Howard's estate. In 1815 he had given a small plot of ground as the site for the Washington Monument, and, although it remained inside his property, he was generous in permitting Baltimoreans to use the hill as a picnic ground.

The distinguished Baltimore merchant, William Patterson, father of the famous Betsy who married Jerome Bonaparte, was also the father of Baltimore's park system. In 1827 he bequeathed the city a small lot for a "public square or promenade." The government accepted the gift with some reluctance—it was far out from the built-up-area—and did nothing to improve it for more than twenty years.

Between 1830 and 1860 Baltimore's population leaped from 80,000 to 212,000. Miles of rowhouses were built and the populated area nearly doubled in size. What had been little more than a country town became a major city, and a new order of municipal problems was faced. A public school system was established, the police was reorganized from a makeshift constabulary to a regular department, the volunteer fire companies replaced by a professional force, the privately owned Baltimore Water Company supplanted by a municipal agency, and the question of public open space answered by the beginning of a park system.

While Patterson's gift lay unimproved and unregarded, an important step in the direction of open space policy was taken after the death of John Eager Howard. He had only given enough land to seat the Washington Monument, but in 1831 the executors of his estate set about subdividing the property for residential development and offered the city additional land around the monument to permit four boulevard squares—the familiar Mount Vernon squares. The offer was accepted and the city committed to a planned decorative open space.

Real impetus to the movement was given by James and Samuel Canby of Wilmington, Delaware, in 1839. The Canbys had purchased a thirty-three acre tract in the western part of Baltimore for speculative residential subdivision. They offered to convey to the city for the raw land price a square of ground in the midst of their development for use as a "public square." A committee of the City Council promptly reported favorably on the proposals, saying: "altho it appears . . . to be inexpedient for the city to enter into any very expensive improvement at this time which might have the tendency to increase taxation, yet there can be but one opinion with regard to reserving (as the city increases in extent) ground on which the citizens and visitors may recreate themselves on summer evenings after the toils of the day are ended. . . ." The Council accepted the land, and Franklin Square became public property. More important, a policy had been adopted.

The City Council was now inspired to consider establishing more public squares. A committee recommended the purchase of ground on Federal Hill for public recreation, but an economic depression prevented fulfillment. The subject was reopened in 1846 when Mayor Jacob G. Davies suggested to the City Council in his annual message that "The policy of securing lots or squares of ground for public promenades will, in all probability, be deemed a subject worthy of your consideration." Shortly, a real estate development firm, John Donnell & Sons, offered to cede to the city a square of land in their large tract near the Canby Property "to be kept open forever as a Public Square." This became Union Square.

By 1850 community leaders were ready for general planning. The point of departure was a little-known provision in Thomas Popple-

* This material was taken from Technical Report Number 5, Baltimore Regional Planning Council, November 1960. It was written by Mr. Hunter.

ton's official plan of Baltimore of 1822. Poppleton had reserved a strip of land along the city boundaries for a circumferential avenue, but this was so far from the built-up area of the city that it had been ignored. Now in 1850, with the city expanding rapidly, Mayor Elijah Stansbury reminded the City Council of this reservation, and said, "Would it not be prudent to have these lines re-established? . . . the project would be an ornament to our city . . . at some future, perhaps distant period, such an avenue . . . would be directly through the heart of the city." Moreover, he went on, "Our city is not only rapidly extending its bounds but the older parts are becoming more densely populated by the occupation of every spare space with buildings, chiefly as tenements for the laboring classes," and he pointed out that there was a pressing need for recreational open spaces.

As a result of this recommendation in 1851, a "Boundary Avenue Commission" was formed. While its chief concern was the avenues around the city, its detailed report in 1852 ranged widely over other matters. This was the first major planning document in Baltimore's history.

The plan for the Boundary Avenue was magnificent. Laid out roughly along the lines of Fulton Avenue, North Avenue and East Avenue, it had a 250 foot right of way. On each side was to be a twenty-foot pavement and a forty-foot road, with a center park 130 feet wide "filled with trees and shrubs and intersected by walks, with benches placed conveniently under the shade." The Commission expected that the Avenue would be lined with elegant villas, and its intersections with cross streets would "form a veritable ring of public squares around the city." Moreover, they said the Avenue would serve as an important highway, permitting vehicles to go around the central city and avoid the heavy traffic of the business section. They proposed a novel method for financing the project. By current law, the cost of paving streets was assessed to the adjacent property, but this would be impossible for the rather expensive Boundary Avenue running through unimproved land. So, "the entire community will profit by it, and the entire community . . . should bear the expense." Supposing that the land for the Avenue was contributed, or purchased at its unimproved value, then the fourteen miles would cost in the neighborhood of four thousand dollars.

The Commission further recommended an increase in the number of public squares within the city proper, saying, "The neglect of this has placed us in the category of the walled towns of the Middle Ages, and obliged us to look as these have done, to our outskirts for what should have existed in our midst."

The remarkable plan for the Boundary Avenue was adopted by the City Council and appropriations voted, but it was not to be. To avoid certain obstacles, and make a better crossing of Jones Falls, the northern part of the highway had to go outside the city limits, and the city had no authority to build roads in the county. No argument would move the state legislature to give this authority, and the whole plan was scuttled.

However, the Commission's recommendations for public squares had results. In 1853 the city began to negotiate for the Federal Hill property and for Riverside Park, then known as Battery Park, and purchased land for Madison Square. Three years later the city accepted the land for Lafayette Square from a syndicate of property owners. The ring of public squares was completed after the Civil War with the acquisition of Harlem Park, Perkins Spring, Johnson and Collington Squares.

Meanwhile, residential expansion of Baltimore had been greatly stimulated by the city's first "rapid transit" facility, the horse drawn omnibus, which began in 1844 and inspired *The Baltimore Sun* to remark, "In other cities . . . these lines have tended to enhance the value of property in the outskirts of the city, enabling persons to reside at a distance from their places of business, in more healthy localities, without loss of time and fatigue in walking." The next step was taken in 1858 when capitalists solicited a franchise for a horse-drawn street railway—with unexpected results for the city.

The application for the franchise was seized upon by Mayor Thomas Swann as an opportunity to establish a public park system. He threatened to veto the franchise ordinance unless it included a gross receipts tax of 20 percent to be applied to the Boundary Avenue project, "and to the location, purchase and improvement of such park or parks as may be determined upon hereafter by the Mayor and City Council of Baltimore . . . not to comprise an area of less than fifty acres each." The promoters capitulated, and the Baltimore Park Commission was created.

In 1860 when it was clear that the horsecar system would be successful, the Park Commission purchased Lloyd N. Rogers' estate, Druid Hill, and proceeded to landscape it during the Civil War. As funds mounted, the old Patterson Square was greatly enlarged by purchases, and in the 1890s Johns Hopkins' estate, Clifton, and the

old Carroll estate in South Baltimore were added to the system.

By the turn of the century Baltimore already had big parks, but the city's problems had achieved new dimensions, metropolitan rather than urban. The population had continued to grow dramatically, and the boundaries were enlarged in 1888. In the 1890s a new kind of commuting suburb emerged well beyond these limits at Roland Park and Windsor Hills, and the Sparrows Point steel plant encouraged residential development in the east. The Jones Falls water system had been augmented by a low dam on the Gunpowder River. This was improved in 1881, and Lake Montebello and Lake Clifton built, but consumption outran supply. A modern sewerage system was desperately needed. Coping with these problems meant expansion of city facilities far into the county, at great expense.

At this point metropolitan problems were met by metropolitan planning. The Municipal Art Society of Baltimore, under the presidency of Theodore Marburg, hired the Olmsted Brothers to report on "The Development of Public Grounds for Greater Baltimore." The report was accepted and paid for by the Board of Park Commissioners on February 5, 1904 (only two days before the Great Fire began) and became the blueprint for a generation of development.

The chief contribution made by the Olmsted Brothers was the metropolitan scope of their recommendations for public open space. They emphasize the use of stream valleys, nearby waterfront areas, and broad connecting parkways, mostly outside of the city boundaries of that day, and much of it outside of the present boundaries. Even so, they apologized that their plan "scarcely attempts to provide at present for the district beyond the city limits, which will before long correspond with the suburban region already well-provided for in Boston."

A number of the major projects suggested in the Olmstead Report have been carried out with great advantage to Baltimore. The Gwynn's Falls-Leakin Park and the Herring Run-Chinquapin Run Park were direct results. The University Parkway-33rd Street boulevard is another. Outside the present boundaries of the city, two important recommendations have been realized. The Loch Raven Reservoir watershed was much enlarged, although this came about because of Water Department needs rather than for recreational purposes. The biggest proposal of all, the park along the Patapsco River, was eventually created by the state.

On the other hand, two great opportunities were lost. The Olmsted Report suggested developing most of upper Back River as waterfront park, and a similar park along the shores of Curtis Creek and its tributaries, Furnace and Marley Creeks. They pointed out that the Back River shores "were already beginning to be used to some extent for summer homes" but "some public action ought to be taken to prevent the development of this land from taking such a form as to destroy its natural attractiveness or to exclude the general public from its enjoyment." Both projects being well outside the city, they suggested that their control should be under some sort of central park commission, but Maryland was hardly ready for this kind of state or metropolitan action. In 1905 the head of Back River was chosen as the site for the settling basins for the new sewerage system, and the park was shelved. Establishment of the U.S. Coast Guard Depot in Curtis Creek and subsequent industrial development ruled out that project, too.

The Olmsted Report of 1905 clearly implied the need for planning on a metropolitan scale, but it was not until 1933 that the Maryland State Planning Commission was established with scope enough to match the subject. Four years later a similar study was undertaken with the cooperation of the National Resources Committee and published, "Regional Planning; Baltimore-Washington-Annapolis Area." Based on "a reasonable projection of past experience," the report suggested that immediate steps be taken to plan for rational land use and transportation and public services adequate to future forests. They showed much concern for the creation of public beaches while it was still possible. They estimated there was still some forty-eight miles of waterfront which could be purchased at small cost, and asked "How much will be left five years from now?"

It was a wise plan, but a great deal of it has never been carried out. The planners could not foresee a world war and the amazing growth of this area. The proposals for new limited access highways have been generally fulfilled, and even exceeded. But the core of the plan, the principle of controlling suburban development by establishing greenbelts, parks, public forests, and encouraging some agricultural land use, has not been followed. As the report predicted, "without planning control" blanket subdivision has been the rule, stringtowns connect Baltimore with Washington and Annapolis, and the public is indeed fortunate to have one two-mile beach on the Chesapeake Bay at Sandy Point. Perhaps the remainder of this report will again focus attention to the great and still unmet need to preserve green space before it is too late.

APPENDIX B

Population Growth of Baltimore and Its Neighboring Counties

(Baltimore and its five adjoining counties are considered today as the Baltimore Metropolitan Region.)

Year	Baltimore City	Baltimore County	Anne Arundel	Carroll	Harford	Howard	
1790	13,503	25,434	22,598		14,976		76,511
1800	26,514	32,516	22,623		17,626		99,279
1820	62,738	3[illegible]	27,165		15,924		139,290
1840	102,313	32,0[illegible]	29,532	17,241	17,120		198,272
1860	212,418	54,135	23,900	24,533	23,415	13,338	351,739
1880	332,313	83,336	28,526	30,992	28,042	16,140	519,349
1900	508,957	90,755	39,620	33,860	28,269	16,715	781,176
1920	733,826	74,817	43,408	34,245	29,291	15,826	931,413
1940	859,100	155,825	68,375	39,054	35,060	17,175	1,174,589
1960	922,244	490,533	206,095	52,649	76,774	35,941	1,784,236
1980 *(estimated)*	1,200,000	750,000	400,000	80,000	140,000	70,000	2,460,000

NOTES: In 1888 Baltimore City was enlarged, taking in part of Baltimore County.
In 1919 Baltimore City was again enlarged, taking parts of Baltimore and Anne Arundel Counties.
Carroll County was created in 1836 out of Baltimore and Frederick Counties.
Howard County was created in 1851 out of Anne Arundel County.